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SCHOOL OF EDUCATION

METHODS OF TEACHING HEALTH AND PHYSICAL EDUCATION FOR THE ELEMENTARY SCHOOL TEACHER

Submitted By

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(B.S.Ed. Boston University 1933)

Hogan
Haskins
Meal -

In partial fulfillment of requirements for
the degree of Master of Education
1945

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PREFACE

This paper has been prepared for the use in a course at the State Teachers College in Lowell called,"Methods of Teaching Health and Physical Education for Elementary School Teachers".

I wish to express my indebtedness to President James Dugan,of the college,who enabled me to adjust my program inorder to continue my research towards the completion of this paper.

Special acknowledgment is due to the Dean of the college, Miss Marguerite L. Gourville, who permitted me to share her findings in this new Physical Education Course of Study. Without her guidance the initial step towards the preparation of this paper would not have been possible.

Acknowledgment to the Massachusetts State Department of Education is due for permitting me to use the original manuscript of this new course of study in Health and Physical Education for the Primary Grades.

For much painstaking service in the preparation of this paper,I am indabted to Dr. John J. Mahoney,Professor at Boston University School of Education. As an adviser and a Professor he has been an inspiration to me both as an undergraduate and a graduate student.

To Professor Franklin Roberts,I owe deep appreciation for his enlightening courses and valuable assistance which he so generously offered to me.

E.A.N.

1945

INTRODUCTION

One of my greatest objectives has been to obtain sound educational principles for the teaching of Health and Physical Education. There are countless tests prepared to measure physical accomplishment many of which are not practical in large schools. There are exhibitions or demonstrations given each year to show the citizens in the community the work that has been done. Inspite of these efforts, there have been no strong standards and reasons for presenting each phase of the work. Every game, dance, stunt, exercise and health lesson should have a specific educational objective before it is taught. It must be integrated with the whole course of study.

The elementary teacher must be intellingently aware of the objectives and skills utilized by all subjects in the school. She must know the students and present the material appropriate to the respective age levels. The information taught must be purposeful related activities. The units of work must develop correct attitudes, appreciations, habits, skills and other outcomes if the subject matter is going to result in functional learning.

It is my contention that few people, in this particular teaching profession,have ever been aware of these needs. Not until I left the secondary education field and entered into the teacher training profession did I find the key to my

physical program. The facts found in this paper are advocated by a committee which prepared the Primary Course of Study In Health and Physical Education for the Massachusetts State Department of Education this current year. I sincerely feel that this material should be used as a foundation upon which a secondary course of study should be created.

In teaching an academic lesson to-day, the instructor has worthwhile outcomes in view as the unit of work is submitted to the students. In presenting either the Health or the Physical Education lesson, as suggested in this paper, the instructor still has educational outcomes. The Physical Education field has been divided into three large areas of growth namely,

Activities which will develop Coordination and Power
Activities which will develop Socialization and Conduct
Activities which will develop Creativeness and Interpretation

Each lesson that is taught must be planned by using the lesson plan suggested in this paper emphasizing one of the above areas of growth. The Health Education work has three areas of growth,

Facts which will lead to the childs Organic Development
Facts which will lead to the childs Adaptation to Physical Environment
Facts which will lead to the childs Adaptation to Social

Environment

Each Health topic is an integral part of the classroom unit and assists in the total development of the child. It is not merely a fifteen minute lesson each day but a continuous correlated process. Whether a Physical Education lesson or a Health Education lesson is being taught, the specific area of growth must be considered.

The sequence of this paper was chosen in accordance with the facts I found necessary to give to the students in this course. They must be prepared for thier practice teaching in their own class, their work in the training schools, and the completion of their unit assignments. I have stressed the need for employing the fundamental skills of teaching. I have emphasized the necessity for individual techniques or incidental teaching skills and motivating methods to perfect the work. Emphasis has been placed on the need for correlating the Health and the Physical work with the entire academic program. All subject matter must play an active part in the total development of the class unit work and thus complete the educational requirements of the child. At each meeting of the class,the contents of this paper,in the order found, is presented to the students. The reader should keep in mind that a great portion of the content found here is in outline form together with direct statements from references.

These facts are not dictated to the students as they are found here but presented by means of lectures, group discussions, student demonstrations, practice teaching, student visitations to the training schools, the use of visual aids exhibitions and student assignments. Some portions of the paper must be dictated or obtained by the students verbatum. This paper obtains the nucleus around which the class meetings are created. The students meet one hour a week for the year to complete the theory work as outlined here. In addition to this they meet one hour a week for their practical experience. In presenting this course to the students in this manner,they will realize that there are specific objectives necessary to permit children to possess a sound mind and a sound body.

Since teaching is a profession and an art, a difficult one,no one should attempt to select it as a career unless she possesses the desire to personally guide, encourage, motivate, and instruct individuals. The future of many young citizens can be improved or not depending upon the knowledges, habits, skills and current information which the teacher has.

This paper attempts to convey to future teachers the qualities a successful instructor must possess if the youth of to-morrow is to be prepared to lead us in the democratic way of life. It is not what you teach but how you teach it that is of the utmost importance.

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PART 1

METHODS OF TEACHING PHYSICAL EDUCATION FOR THE ELEMENTARY SCHOOL TEACHERS

SECTION 1

CLASS MEETINGS

CLASS MEETING 1

THE ROLE OF THE TEACHER

Throughout these class meeting I shall stress the qualities I feel a superior teacher must possess if she is going to fulfill her professional obligations.

According to one of our leading educators,John Dewey, a teacher must have strong personal techniques such as:

1. Must have that sympathetic understanding of individuals as individuals which give him an idea of what is actually going on in the minds of those who are learning.

2. Must understand the needs and the capacities of the individuals who are learning at a given time. It is not enough that certain materials and methods successful with other individuals at other times can be correct with a new group. There must be a reason for thinking that they will function in generating an experience that has an educative quality with particular individuals at a particular time.

3. Is responsible for a knowledge of individuals and a knowledge of subject-matter that will enable activities to be selected which lend themselves to social organization, an organization in which/ all individuals have an opportunity to contribute something, and in which all participate are the chief carrier of control.

4. Must survey the capacities and needs of the particular set of individuals with whom he is dealing and must at the same time arrange the conditions which provide the subject matter or content for experiences that satisfy these needs and develop these capacities. The planning must be flexible enough to permit free play for individuality of experience and yet firm enough to give direction toward continuous development of power.

5. Must be able to judge what attitudes are actually conducive to continued growth and what are detrimental.[1]

THE REQUIREMENTS OF A STUDENT TEACHER IN PHYSICAL EDUCATION

As you do your practice teaching for me, I shall expect you to be aware of the requirements I feel you must have inorder to present the Physical Education work properly.

Appearance

- Comfortable neat clothes
- Comfortable walking shoes

Posture in front of the class

- Avoid personal idiosyncracies
- Stand on two feet
- Keep hands out of pockets

Manner

- A feeling of confidence will always accompany you if you are prepared
- You must understand those you are teaching
- You must be decisive and avoid hesitancy which would promote arguments

Preparation

- You must have two lesson plans ready

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[1] J.Murray Lee and Dorris Lee, The Child and His Curriculum, (D. Appleton Century Company, 1940), p 225

You must own a whistle and never borrow one

Make certain that the equipment you intend to use is in condition and ready for use

Have all lines drawn previous to your lesson

If the activity is indoors, the room must be well ventilated and the lights must be on if the occasion calls for them

Presentation

Avoid long wordy explanations

Demonstrate your activity immediately

Save time in organizing your class for the activity

Constant stimulation is needed even after the activity has started provided it is done at the psychological moment

Show constant personal interest in the activity

Recognize individuals in the class as they work

In giving point recognition all groups must be considered

After they have executed the activity well once, permit them to continue it and enjoy it

Use as much equipment as possible to result in more action for each participant

Teaching procedure

Continually be aware of every situation

Give persônal corrections to participants

Give general comments to the whole group rather than single out individuals when the activity has stopped

Change your position on the floor or playground frequently

Change the leaders of an activity often

Summary

Give suggestions for improvement when the class meets again

Give favorable comments before excusing the group

Comment on any growth you may have seen

CLASS MEETING 11

STUDENTS INDIVIDUAL THEORY AND PRACTICAL REQUIREMENTS

Each member of this class will teach three Physical Education lessons for me during your practical period which meets one hour a week in addition to this hour. You will find your respective assignments posted on the bulletin board in the gymnasium. You will also observe the date you must be ready to teach your lesson. No member of the class is to exchange dates with another and it is not possible to be excused from teaching except for serious illness. You will prepare two Physical Education lesson plans for each lesson. One of these lesson plans will be handed to me. The other plan will be kept by you, the teacher. Each student in this class will make a copy of every lesson plan that is used in her section during the practice teaching hour.

You will also prepare three units of work in Physical Education. The assignments and specific unit headings are posted on the gymnasium bulletin board. Please notice the date each unit is due. It will not be possible for you to start the preparation of these units until you have attended more of these class meetings.

FACTS ABOUT UNIT WORK

It is necessary for me to give you a reasonable amount of information concerning the preparation of a unit of work. Your reading assignment will enlighten you on any fact that may not be too clear to you.

"Unit of work" is a phrase in education which has come to mean all things to all people. There is no agreement as to length, content, procedure or method of termination.

A unit consists of purposeful (to the learner), related activities so developed as to give insight into, and increased control of some significant aspects of the environment; and to provide opportunities for the socialization of pupils. The key words and phrases in that definition are,purposeful to the learner, related activities, insight, increased control, significant aspect of the environment and socialization.[1]

There are specific characteristics that a unit of work must have.

1. A unit of work must result in the continuous development of the child. You, as teachers, must know what previous training the child has had and continue on from there.
2. A series of units should contribute to the total development of the child.
3. A series of units should provide for a variety of activities or experiences for the class and for the individual child. These activities are important.

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[1] *Ibid.*, pp 192-207

CLASS MEETING 111

METHOD OF DEVELOPING A UNIT OF WORK

There are countless suggestions advocated by different authors for developing a unit of work. The terminology varies but the ideas are approximately the same. If you will refer to your reading assignment shortly after leaving this class, you will find many of the answers to problems which will arise during this period.

I suggest that you use the following steps:

1. Orientation, approach, or introduction. This first step is commonly known by any of the three terms. The main purpose is to arouse interest and develop some background. This is usually done through pictures, excursions, or extensive reading.

2. Formulation of problems, or planning period. After there has been sufficient background developed for the youngsters to raise intelligent questions, a discussion period should occur. During this time, which may take several days, the problems and questions for further study are raised.

3. Collection and evaluation of data, research. This part of the unit is the work part. The materials which contribute to the solution of the problems raised are gathered together and organized.

4. Presentation of materials, reports of readings and research. Each committee needs to have the opportunity to present the final results of their work to the class as a whole.

5. Culminating activity. A culminating activity is not essential but where it grows out of the work of the course it is most valuable.[1]

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[1] Lee and Lee, Loc. cit.

4. A unit should be concerned with some problem of living which is of great enough importance to call for careful study.
5. It is important that the material in the unit,as well as the unit heading, be within the comprehension of the child. The organization of your classes is of little importance if the pupils fail to understand and appreciate the work.
6. The material in the unit of work must be a challenge to the child.
7. The facts which you gathered inorder to present the unit to the class must be authentic.[2]

The main reason for using this method of presenting work to your classes is because of the great need for an orderly sequence for teaching all subject matter. Since the major units are generally selected from the area of social living, care should be taken so that you will provide a variety of types of units so that each pupil will have a wide experience in many fields during the elementary school grades. It is necessary that you know the background of your pupils before you prepare your units of work. Material which you prepared for one section of a town may not be appropriate in another section.

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[2] Lee and Lee, Loc. cit.

CLASS MEETING lV

THE TEACHERS RESPONSIBILITY IN THE PRESENT EDUCATIONAL SYSTEM

Since 1400, or the period known as the Revival of Learning, men devoted their lives and homes towards improving the methods of teaching and the content of the curriculum. During the rennaissance period,more time was devoted towards improving the content of the program than the manner in which it was taught. It should interest you to know that Health and Physical Education was never removed from the course of study.

Plato, who lived twenty-three centuries age, is still recognized as one of the greatest intellectual authorities, educators and philosophers because of the seed of thought which was imbedded in the literary world by his writings.

Johann Comenius, a sense realist, suggested that all instruction be carefully graded and arranged to follow the order of nature. He was one on the first early educators to formulate a practical school method of teaching.[1]

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[1] Franklin C.Roberts, Lectures, "History of Education", (unpublished material, Boston University School of Education, Boston,Massachusetts,1945)

Rousseau instigated the movement for a non-religious type of education which would prepare the child to live in a democratic state. His theory was that a child should be instructed in a manner most natural to him.[2]

Pestalozzi is one you should remember because he is the founder of the modern elementary vernacular school. He also established one of the first teacher training institutions. He believed that the training should include the head, the hand and the heart. The concrete should precede the abstract because the child can learn quicker through the senses.[3]

Froebel, who studied with Pestalozzi, was the founder of the kindergarten. Like his superior, he beloeved the training should include a continuous progression with an opportunity to create and apply the subject matter whenever possible. Much of John Dewey's philosophy is owed to this man.[4]

Herbart, whose studies were confined to the secondary level, can be credited with the doctrines of interest, assimilation and correlation. These doctrines are definitely used in our present day programs. It is felt that the present theory of motivation is founded on Herbart's doctrine of interest.[5]

It must be evident to you now that methods of

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[2] Ibid., Class lectures.
[3] Ibid., Class lectures.
[4] Ibid., Class lectures.
[5] Ibid., Class lectures.

presenting class material to children has been practiced and altered for centuries. You must have a simple, practical, authentic technique if your future as a teacher is to be a successful one.

You are going to be responsible for carving new citizens for our country. You are going to take little children from the homes whose future will depend greatly upon how you guide them each day. You are partially responsible if they have no interest in life, no desire for activity and no love for school. You will be free to mould the children as you would a piece of clay. You must study your children and consider them as individuals rather than as one similar mass. Regardless of the subject matter you are teaching, you must know your pupils above all else. The success of your work will depend upon the style of presentation you select.

ACCUMULATIVE RECORD SYSTEM

There are innumerable types of accumulative record systems which would give you the desired information concerning your students. Too few take advantage of this material. A typical card would include:

Personal data
    Name, birth, date, race, sex, address, name of parent or guardian, date of original entrance to school
Scholarship
    Achievment test scores, intelligence rating, social and character traits, social abilities and

disabilities, aptitudes, extra curricular interests and activities, scholastic honors or prizes, punishments.
School progress
Attendence
  Entrance, withdrawals, change of residence
Home conditions
  Family history
Vocational and educational plans
College or vocation entered upon leaving school
Out-of school employment
Photograph
Space for notes[6]

If problems confront you,there are many factors to be considered rather than merely comparing the pupil to his neighbor.

The sex, intelligence, differences in special capacities and abilities, racial and national differences, and environmental factors all must be considered before an individual case study can be given intelligent attention.[7]

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[6] William Burton, The Guidance of Learning Activities, (D.Appleton Century Company,1944), pp 514-15

[7] Ibid., pp 524-32

CLASS MEETING V

THE TEACHER'S METHOD OF PRESENTATION

Your children are comparable to a priceless piece of art which required costly materials, great patience and the time of a great artist to complete. You must reflect critically upon the materials, the activities, the subject matter and the methods which you plan to use to enlighten your pupils in their many courses. Ruskin states, education does not mean teaching people what they do not know. It means teaching them to behave, a painful, continuous,difficult task requiring kindness, patience, and skill.[1]

Frank MacMurray, in his valedictory address from Columbia University, stated that you must give as many hours to meeting and knowing your students as you do to instruction because emotional qualities and intellectual qualities are equal. A warm heart,leading to affection and friendship, is more valuable to a teacher's success than intellectual skill and instruction alone.[2]

What is education?

It is the business of selecting and using, in so far as may be permitted, such teaching materials as tend to make for

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[1] John J. Mahoney, Lectures,"Philosophy of Education" (Unpublished material, Boston University School of Education, Boston,Massachusetts,1944.)

[2] *Ibid*., Lectures

the realization of social values. It is the business of handling this enterprise in such a way as to assure continued growth on the part of students, both as individuals and as members of society.[3]

THE SOCIAL VALUES DESIRED IN EDUCATION

The social values, mentioned in the above definition, include the following points:

Health, our greatest need in life

Economic well being, all desire to be financially secure

Enrichment of personality or culture, one who is really cultured is one who has the broadest battery of worthwhile interests.

Character, you must turn out people who are good. This quality is forgotten to-day in comparison with the earlier schools. It is caught not taught by children being in the presence of those who have it themselves. You may breed scholars and fine mannered men.

Better social living, or the perpetuation and constant improvement of the democratic way of life should be stressed in your classes.[4]

This last social value may be accomplished by using the ten civic objectives, advocated by the writer of the following quoted material:

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[3] *Ibid.*, Lectures

[4] *Ibid.*, Lectures

Adequate understanding of and wholehearted allegience to the democratic way of life.

An appreciation of the rights,privileges and protection which political democracy insures.

A keen interest in things political.

The application of more intelligence in the conduct of political affairs.

Better political leadership.

A citizenship of people that is more law abiding.

Intergroup understanding, respect and goodwill.

Economic democracy- needed understandings

Economic democracy- needed attitudes

The translation of the teachings of religion into civic behavior- A religion cannot be taught but you should try to develop a spirit of religiousness in the students minds. This is something vital and must be regarded as such.[5]

THE TEACHER'S PHILOSOPHY

You, as future teachers, must have a sound philosophy. You will be rendering information to your children who, in many instances, will absorb all the theory, ideas and attitudes without further examination. The words of a teacher are commonly considered as authentic. Many teachers have no reason for imparting some information other than the fact that it is traditional. The pupil's future never enters into

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[5] *Ibid.*, Lectures

the planning of the program. No thought is given to the fact that the children cannot absorb the material other than presenting them with low marks. If you work in this manner you are merely machines, not educators.

CLASS MEETING V1

THE AIMS OF THIS PHYSICAL EDUCATION PROGRAM

The Physical Education program must be a part of the whole school program. The aims must be educational. The continuous process of orienting the children in the problem of living together should be held foremost in your minds. You must possess sound tools inorder to accomplish these desired goals. The Physical Education work consists of orienting the pupils in the problems of living together, through guided experiences countering about motor activity. This program will also result in your children learning how to work, play, and live together harmoniously in this world of hate and race prejudices. Fair play and equality must be stressed regardless of color or creed.

Certain people in America to-day cannot tolerate others because of their nationality or religion. In this Democratic Country, all people are Americans. This program of teaching you are supposed to carry on should alleviate the strange weight on peoples shoulders brought about by grievances towards certain national or racial groups.

The Physical Education program can improve this situation if you realize the respective needs in your community and then present the proper type of a program.

Some of the qualities which your program may obtain are:

How to play fair and take turns
How basic rules of behavior apply to all
How everybody is rewarded according to his ability, talent, good manners, no special favors accorded the socially-elite or to any particular racial, religious, national or socio-economic group
How people at home and in a neighborhood work together
How people depend on each other for food, clothing, protection, and entertainment
How all has responsibilities for the welfare of others
All-nations festivals
National games, dances, pageants [1]

Elementary teachers can do valuable work towards promoting intercultural understanding by understanding and correcting any objectionable characteristics held by an minority group children. To accomplish this, you must give special attention to the manners and morals of all children whose home training is inadequate inorder to correct the faults to which the established majority group legitimately objects. In selecting rhythmical activities,plays or pageants, use this group inorder to give them an honorable recognized place. You must not dodge this delicate situation but work with it intelligently with an open minded sincere attitude. The more you know about people, the greater respect you have for them.[2]

---

[1] William Vickery and Stewart Cole, Intercultural Education In American Schools,(Harper and Brothers,New York, 1943) pp 83-107

[2] John J.Mahoney, Lectures,"Intercultural Education", (Unpublished material,Boston University School of Education).

CLASS MEETING V11

EDUCATIONAL OBJECTIVES NEEDED TO ACCOMPLISH PHYSICAL EDUCATION AIMS

This recreational program you are going to teach must have the activities divided so that your pupils are educated in the three large areas of growth. These areas are:

Activities that will improve the child's Coordination and Power

Activities that will improve the child's Socialization and Conduct

Activities that will improve the child's Creativeness and Interpretation [1]

The first large area, listed above, includes all activities that will develop the muscular coordination, strength, power, skill, speed and accuracy of the pupils. The games, dances, stunts and body mechanics would vary according to the age level you are teaching. The second area includes the activities that will afford social contacts, primarily, and emphasis on behaviorisms, training in leadership and opportunities to study work from other lands.

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[1] State Department of Education,"Original Manuscript For The New Primary Course Of Study", (Massachusetts State Department of Education;Boston Massachusetts,1945).

The third large area of growth necessitates the presentation of that material which will permit your children to interpret individually certain activities, as well as to use their own ability to create dances, games, story-plays and stunts.

SCIENTIFIC OBJECTIVES OBTAINED IN THE PHYSICAL EDUCATION PROGRAM

Through your Physical Education lessons, you will improve the vital machinery or, the physiological and anatomical well being of your children. The following specific scientific phases of the child's Health will be improved:

The organic power
The neuor-muscular efficiency
The intellectual power
The emotional stability[2]

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[2] *Ibid*., Original Manuscript

CLASS MEETING V111

THE SIGNIFICANCE OF PHYSICAL EDUCATION IN MODERN LIFE

This course must also be concerned with the preparation of the child to meet his community obligations. You will realize very soon that this work places you in very close contact with the members of the community where you are working and it prepares the children,you will be training, to be observant of the rules needed for them to be successful citizens in their locality.

The chart, which follows this lecture, is an over-view of the excellent philosophy concerning the contributions of this type of work towards the complete development of the child. These facts,advocated by the National Education Association, are very similar to the ten civic objectives which I gave to you in lecture,or Class Meeting V.

SPECIFIC ACTIVITIES FOR THE ELEMENTARY CHILD

The activities which you must teach inorder to gain these Physical Education objectives for your children are called the Major Fields. The activities which are to be

considered under the Major Field, for the elementary school level, inorder to promote one of the three large areas of growth are:

Games

Rhythms

Stunts

Body mechanics [1]

In presenting one of these Major Fields, you must use a lesson plan similar to one you would use in preparing the academic lesson. By using this method of preparing your work, the activity period will become an integrated part of the class roon unit. The subject matter which you will be discussing in the class room can be closely correlated with the recreational program.

> Health and Physical Education should be conceived, planned, and executed as one program, remembering the significance of adequate Health and Physical Education service, Health and Physical Education instruction and provisions of conditions necessary for Health and growth.[2]

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[1] *Ibid.*,Original Manuscript

[2] Lee and Lee, *op. cit.*, p 491

SIGNIFICANCE OF PHYSICAL EDUCATION IN MODERN LIFE

	Self Realization	Human Relationship	Economic Efficiency	Civic Responsibility
All Physical Activity	Health Knowledge Health Habits Recreation Esthetic Interests Character	Respect for Humanity Friendship Cooperation Courtesy Democracy In Play	Work Occupational Efficiency	Tolerance Law Obedience Social Understanding Devotion to Democracy
Rhythms Mainly	Recreation Esthetic Interests	Cooperation	Occupational Efficiency	Tolerance Law Obedience Devotion to Democracy
Games Mainly	Health Habits Recreation Character	Friendship Cooperation Democracy In Play	Occupational Efficiency Work	
Stunts Mainly	Health Habits Recreation Character			
Body Mechanics	Health Knowledge Health Habits Esthetic Interests	Attraction To Others	Occupational Efficiency Work	Commands Respect

CLASS MEETING 1X

TEACHING PROCEDURES FOR THE ATTAINMENT OF THE OBJECTIVES IN PHYSICAL EDUCATION

There are definite teaching procedures which you must follow in presenting the physical activities to your classes.

Procedures needed for teaching games:

- General
  - Know game thoroughly before teaching
  - Adapt it to individual differences
  - Increase individual participation by dividing large groups into smaller ones, increasing the number of "its", increasing the number of pieces of equipment used
  - Select games suited to space, time, equipment
  - Teach group to form lines, circles, or teams quickly
- To promote growth in Coordination and Power
  - Stress lively and skillful playing
  - Provide opportunities to practice the elements of a game
  - Work for increase in strength, speed and endurance
- To promote growth in Socialization
  - Stress cooperative action, waiting turns
  - Teach children to respect leaders
  - Teach children to play according to the rules
  - Make quick and accurate decisions

Do not tolerate profanity or cheating

Explain the need for rules

Let children discuss and explain rules to each other

Teach children respect for property

Play with children when activity is suitable

To promote growth in Creativeness

Provide an opportunity for children to invent games

Provide an opportunity for children to add or change rules

Encourage the making of simple game equipment

Procedure needed for teaching stunts:

General

Observe all the safety rules as, assistance for each activity, avoid undue strain, discourage dares, avoid hasty performance

Clothing should be suitable

Have good organization to avoid crowding and permit many chances for trials

Keep records and charts

To promote growth in Coordination and Power

Use simple warming up activity to precede regular work

Develop work from simple to complex

Let courage develop at childrens own rate

Recognize childrens improvement

To promote growth in Socialization

Teach children to think of the safety of others

Give children opportunities for taking responsibility for safety and leadership

To promote growth in Creativeness

Encourage the development of original stunts

Encourage the development of safety rules

Procedure needed for teaching rhythmic activities:

General

Have good accompaniment as piano, victrola, percussion instruments or singing.

Have a progression in the selection of the rhythms

To promote growth in Coordination and Power

Work for an increased feeling of rhythm

Teach difficult parts of the dance as a rhythmic element

Work for technical skill without sacrificing joy in performance

To promote growth in Socialization

Conduct rhythmical activities informally

Stress cooperative action, waiting turns, sharing parts and dividing responsibility

Encourage good performance by frequent pupil demonstrations but avoid featuring a chosen few

Try to encourage the poorer ferformers without any embarrassment to them

To promote growth in Creativeness

In the selection of rhythmical activities, make use of

experiences, ideas and moods vital in the lives of the children

Encourage the group to invent rhythmic patterns

Practice some of the best ideas presented by the group

Procedure needed for the teaching of body mechanics:

General

Use conditioning activities for limbering a few moments at the beginning of the period

Conduct these exercises by having a demonstration and by giving commands to result in unity and rhythm

Give general and individual corrections

When using stories in movement be certain they are familiar to the group

To promote growth in Coordination and Power

Encourage skillful and accurate performance

Commend improvements in endurance and skill

Check the children's posture frequently

To promote growth in Socialization

Emphasize fun of vigorous exercise in unison with the group

Stress appreciation of performance of others

Have the children work with each other in some exercises

To promote growth in Creativeness

Encourage originality in action when possible

Encourage the creation of stories using known exercises

CLASS MEETING X

THE PHYSICAL EDUCATION LESSON PLAN

In preparing your units or your practice teaching assignments, you must use the outline which we will study in this lesson.

Area of growth

Every lesson which you will teach in this work must be scientifically concerned with one of the three large areas of growth namely, Coordination and Power, Socialization and Conduct and Creativeness.

In general, children may be studied as to their physical growth, mental growth, academic growth, social development and personality. Physical growth is, to a certain extent, an indication of health, but largely depends on heridity, Mental growth also largely depends on heridity, but may be influenced by ill health, malnutrition, or by a very challenging or a very deadening environment. There is a slight positive relationship with physical growth. Academic growth depends on mental growth and a favorable environment. Variations in personality depend somewhat on the physical health of the child and on the environment, particularly on the attitudes and personalities of those about him. Social and moral development are dependent on maturation and experience.[1]

Coordination and Power

The activities listed on the lesson plan for the

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[1] Lee and Lee, op. cit., p 23

purpose of developing this area of growth must be of the type which will afford attention to large groups of muscles gradually resulting in good coordination of one part of the body with the other.

Socialization and conduct

This area of growth is primarily concerned with the activities which promote better understandings between the children. Fair play, good sportsmanship, equal opportunities for all members of the group and good conduct would be encouraged when teaching activities to stress this area of growth.

An acceptance that one purpose of education is to enable the child to meet, more effectively, situations involving social relations, implies the need to determine social relations which are vital.[2]

Creativeness and interpretation

Inorder to complete the physical work for your pupils, you must encourage the practice of having the pupils create their own ideas and thoughts in respect to many activities. There is a permanent value attached to these individual performances.

The value to the child of creative learning and expression has been the key-stone of modern education. It is the spark which vitalizes learning and develops the child. There are many personal values which may be derived from creative activity. Self-activity.... Self-discovery.... Persistance.... Enthusiasm.... Intellectual

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[2] *Ibid*., p 227

> honesty.... Intellectual adventurousness.... Constructive use of leisure.... Appreciation.... Means of expression....
>
> The teacher is, of course, the most important factor. Besides being largely responsible for the background and setting, she can, by her attitude and approach, arrouse or smother the child's creative spirit. In the first place, her teaching must be such that the child's thinking and learning will be as creative as possible instead of routine repetition. She must arrange the situation so there is opportunity.
>
> The teacher's own standards must be right. She needs a sufficiently rich background of her own so that she can sense the true and the valuable when sincerely expressed even if in unconventional garb.[3]

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[3] *Ibid.*, pp 538-41

CLASS MEETING X1

THE PHYSICAL EDUCATION LESSON PLAN

(continued)

Major Field

Inorder to succeed in obtaining the area of growth, a specific activity must be chosen. As I stated previously, there are four major fields upon which this course of study has been based. They are, games, stunts, body mechanics and rhythms. In selecting one of these major fields, it is necessary to remember that each activity must be chosen according to the area of growth desired. The three areas of growth are present in all activities but one area is of primary importance in certain activities and of a secondary nature in other activities. They are present in varying degrees depending solely upon what the activity gives the child.

Games

When you teach games, you will select those which will accomplish the skills desired according to the area of growth which you are planning to develop. Therefore, you must make a previous survey inorder to list the games under the specific area of growth to which they belong and also for the specific grade level. After preparing

these lists, you will develop your unit of work so as to include the various kinds of skills different games can give the pupils. You will consider ball, team, circle, line, chasing, bean-bag, dodging, individual, couple and large group games.

If the games are primarily concerned with the area of growth, Socialization and Conduct, the following skills will be stressed:

Learning to follow rules
Learning to take turns
Learning how to play fair
Learning how to enjoy the activity
Learning how to be a leader
Learning how to care for equipment
Learning how to respect that which belongs to others

If the games have been selected for the purpose of improving the pupils in Coordination and Power, the following skills will be emphasized:

Growth in agility
Growth in accuracy
Growth in endurance
Growth in strength and skill
Growth in speed

If the game selected are for the purpose of improving the Creativeness of your children, you will help the pupils in the following skills:

Growth in originality
Growth in individual expression
Growth in dramatic ability
Growth in creating new ideas
Growth in poise

Rhythms

Rhythmical activities are very important in developing the three large areas of growth. To present these dances according to the method which will promote these educational objectives, you will also list them in accordance to the area of growth they will improve in the children.

When you select the rhythms which will promote Coordination and Power, you will emphasize these skills:

Knowledge of strong rhythmical movements
Knowledge of accurate time
Growth in body skill
Growth in muscular coordination
Growth in strong flexible muscles

If the area of growth is Socialization, the following skills will be stressed:

Growth in working with others
Growth in sharing partners
Growth in the ability to work and play with others

Valuable skills will be obtained by the pupils when the area of growth Creativeness is stressed. Some of them are:

The ability to express oneself
The ability to create dance patterns
The ability to enjoy the music
The ability to understand the various times and steps

Stunts

The freedom that is offered by having stunts for your pupils is of great value. The idea of permitting the children to be out of line or circle formation and also being able to work to the degree desired individually is a necessity in your program. Having stressed, in detail, the three areas of growth that games and rhythms will develop, you should quickly visualize the fact that stunts can result in great improvement in these areas in equal proportions. Many of the muscles which the other two major fields could not strengthen will be improved. The informality of the lesson would result in the development of socialization. Their gradual improvement in skill and ability would promote the desire, on their part, to create new stunts and try individual talents.

Body mechanics

Medical, corrective, or remidial gymnastics have been used for centuries. They still have an important place in this program provided you will not use them to frequently without using other major fields. If there is a specialist in this work who visits your school, some of your children will probably be given remidial work

which consists of individual exercises for those who have a postural, foot, or general body weakness. You will be concerned, mainly, in giving those exercises which will give general improvement to all of the pupils in your room. It is best to have a few simple exercises which the children can learn rather than a large selection done poorly. These exercises should be given frequently. It is possible to have a few exercises previous to presenting another major field. In presenting these exercises you can obtain complete success or utter failure depending upon your enthusiasm, patience, tact, objectives and selection of material. You must allow your pupils to see a reason or the objectives for having this part of the program. A knowledge of the anatomy of the body would permit you to present a more intelligent lesson.

Children with poor posture will benefit by these exercises. In trying to improve the posture of your children, do not call attention to specific body segments. If you do they will accentuate certain curves. You must give simple general comments to result in ease and freedom. The following points are looked for in good posture:

Weight on both feet
Knees and hips extended, not hyperextended
Body held errect as possible
Head erect, no tension in the neck

Chest elevated

Abdomen retracted

Arms hanging easy from the shoulders

The three areas of growth can easily be obtained if you present these lessons intelligently. By eliminating the childs weakness or strengthening the bodies of those who have no apparent defects, you are stressing coordination and power. In doing this type of work a reasonable amount of socialization takes place. You will have many occasions when the child could create exercises for his particular condition. You must plan the exercises for each lesson in a sequence that will care for all parts of the body. Some of the general objectives that this major field will promote are:

Improvement of the general condition of the body

Increased amount of flexibility

Increased amount of coordination

Increased muscle tone

Increased muscle strength

Readjustment of muscle control

CLASS MEETING X11

THE PHYSICAL EDUCATION LESSON PLAN

(continued)

Name of activity

Under this part of the lesson plan, you will write the accurate name of the major field which is to be developed. If the major field was a game, the name might be, "Circle Chase". If the activity was a rhythm, the name might be, "The Virginia Reel".

Procedure

You will write a detailed outline of the steps which must be followed inorder to teach the activity you have selected. If it happens to be a game, the organization of the children, the rules, their duties and the method of scoring would be written here.

Knowledges and understandings

In this section of the lesson plan you will list the learning skills which you wish to develop in your pupils. Each activity in your units of physical work will promote new understandings in your children.

Attitudes and appreciations

The objectives, derived from the activities which you will teach, that tend to make your children better citizens

in their respective communities will be listed here.

Habits and skills

When you have taught an activity to a group, there must be certain specific new habits which they have acquired due to the objectives which you aimed for in your unit of work. You will find that your children will have many new skills to their credit at the end of a certain period if this program is used intelligently.

The assignment which you were given, in respect to examining the Physical Education work in the, Original Manuscript of the State Course of Study On Health and Physical Education, will permit you to see many specific skills, understandings, and objectives which these four major fields aim to develop inorder to promote one of the areas of growth in the children.

CLASS MEETING X111

SUMMARY

No elementary Physical Education program can be classed as successful unless you can record specific educational accomplishments.

There are many means for measuring educational development of the child. Experts have written and still are writing many books.[1]

If you will use the lesson plan which you have studied, you will see mental, physical and social growth in your pupils. If you wish to evaluate the objectives in your program, I suggest that you read table # XX11 which is found in your last reading assignment. This table presents a list of the educational outcomes formulated in a report issued by the New York State Department of Education. A summary of these objectives are:

To understand and practice desirable social relationships
To discover and develop his own desirable individual aptitudes
To cultivate the habit of critical thinking
To appreciate and desire worthwhile activities
To gain command of the common integrating knowledges and skills
To develop a sound body and normal mental attitudes[2]

You notice that all of the objectives desired in the Physical

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[1] *Ibid.*, p 629

[2] *Ibid.*, p 597

Education lesson plan,are included in this list.

This program,which you have been studying and will teach, illustrates nothing new. It states nothing that has not been advocated for generations. However, contrary to many physical programs, it is an integrated program with educational objective, continuity and specific ways of preparing the work before it is presented to the children. By using this material, as well as the program advocated for the teaching of Health Education, the final goal of complete Health will be attained by the pupils. You, as teachers,will be able to discuss the growth of your pupils in Physical Education just as you would discuss the academic improvement of your class.

> The traditional program primarily required of the teacher a knowledge of the subject-matter she was to teach. The newer program requires much more. It requires a much broader knowledge of subject-matter, for the teacher has a responsibility for selection which has not formerly been hers. It requires a much wider knowledge of children, the way they grow, their interests, their personality and the way they learn. It requires an understanding of profitable learning experiences and ways to organize and present them. It requires that the teacher utilize all of these factors and forces in providing an educational program.[3]

If you plan to be a teacher, you will give your class interesting experiences and many pleasures to look forward to. If you are not, the children will have a dreary, sad time and they will enter your room only because they must. Live a full

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[3] *Ibid*., p 19

rich life in your class room and let your class live and grow with you. There is always something new to learn. A real teacher is never finished studying.

PART 1

SECTION 11

STUDENT THEORY REQUIREMENTS

EXAMPLE OF GAMES WHICH WILL DEVELOP COORDINATION

Grade 1

Brownies
Cat and Mice
Chase the Animal Around the Circle
Crossing the Brook
Jack Be Numble
Stop and Start

Grade 11

Cat and Rat
Animal Chase
Fird Catcher
Bean Bag Toss
Midnight
Moving Day

Grade 111

Ball Passing
Bean Bag Relay
Double Tag
Forest Lookout
Kick Ball
Cross Over Relay

Grade 1V

Bat Ball
End Ball
Long Ball
One Old Cat
Pin Soccer
Triangle Ball

Grade V

Basketball Toss Up
Feather Ball
Rotation Soccer
Baseball
Kangaroo Relay
Dodge Ball

Grade V1

Bowl Club Base
Field Ball
Pin Basketball
Punt Back
Net Ball
Paddle Tennis

EXAMPLES OF GAMES WHICH WILL DEVELOP SOCIALIZATION

Grade 1

Cat and Mice
Chase the Animal Around the Circle
Crossing the Brook
Huntsman
Stop and Start
Squirrel In Hut

Grade 111

Ball Passing
Double Tag
Exhange Tag
Fire Engines
Follow the Leader
Three Around

Grade V

Rotation Soccer
Anti Over
Indian Club Guard
Rescue Relay
Shuttle Relay
Hook On

Grade 11

Puss In A Circle
Skipping Tag
Garden Scamp
Changing Seats
Midnight
Spider and Flies

Grade 1V

Arch Ball Relay
Attention Relay
Circle Chase
Come Along
Gathering Sticks
Last Man Out

Grade V1

Bowl Club Ball
Paddle Tennis
Two Old Cats
Fruit Basket
Keep Away
All Up Indian Club

ASSIGNMENT FOR DEVELOPING A PHYSICAL EDUCATION UNIT

Date	Name	Grade	Area of Growth	Major Field
---	----	111	Coordination	Games
---	----	111	Coordination	Games
---	----	111	Coordination	Games
---	----	111	Coordination	Games
---	----	1	Socialization	Games
---	----	1	Socialization	Games
---	----	1	Socialization	Games
---	----	1	Socialization	Games
---	----	1	Creativeness	Games
---	----	1	Creativeness	Games
---	----	1	Creativeness	Games
---	----	1	Creativeness	Games
---	----	11	Creativeness	Games
---	----	11	Creativeness	Games
---	----	11	Creativeness	Games
---	----	11	Creativeness	Games
---	----	11	Socialization	Games
---	----	11	Socialization	Games
---	----	11	Socialization	Games
---	----	11	Socialization	Games
---	----	1V	Creativeness	Rhythms
---	----	1V	Creativeness	Rhythms

Date	Name	Grade	Area of Growth	Major Field
---	----	lV	Creativeness	Rhythms
---	----	lV	Creativeness	Rhythms
---	----	lll	Creativeness	Games
---	----	lll	Creativeness	Games
---	----	lll	Creativeness	Games
---	----	lll	Creativeness	Games
---	----	V-Vl	Socialization	Games
---	----	V-Vl	Socialization	Games
---	----	V-Vl	Socialization	Games
---	----	V-Vl	Socialization	Games
---	----	V-Vl	Coordination	Games
---	----	V-Vl	Coordination	Games
---	----	V-Vl	Coordination	Games
---	----	V-Vl	Coordination	Games
---	----	lV	Coordination	Games
---	----	lV	Coordination	Games
---	----	lV	Coordination	Games
---	----	lV	Coordination	Games
---	----	ll	Socialization	Rhythms
---	----	ll	Socialization	Rhythms
---	----	ll	Socialization	Rhythms
---	----	ll	Socialization	Rhythms
---	----	lll	Coordination	Rhythms
---	----	lll	Coordination	Rhythms

A UNIT OF WORK IN PHYSICAL EDUCATION DEVELOPING SOCIALIZATION THROUGH RHYTHMS

Area of Growth

Socialization

Major Field

Rhythm

Name of Activity

The Land of Cotton

Procedure

Stand with partners in a circle, girls right shoulder to center, inside hands joined high, outside hand on hip.

Beginning with outside foot walk three steps forward and point inside foot, bending toward partner. Repeat beginning with inside foot and pointing away from partner.

Boy stands still as firl turns with four steps under raised arms, then girl stands as boy turns under raised arms.

Repeat the above.

Join hands and take eight slides forward around circle, eight slides returning.

Knowledges and Understandings

Learn to execute new steps

Learn to pay attention and follow directions

Attutudes and Appreciations

Ability to perform gracefully

Appreciation of good music

Appreciation of partners skill

Habits and Skills

Ability to identify various rhythms

Ability to perform rhythmically with partner

Area of Growth

Socialization

Major Field

Rhythm

Name of Activity

Finnish Reel

Procedure

Form two parallel lines facing each other, hands on hips

Measures 1-8 Hop on left foot and at the same time touch top of right toe at the side, leg twisted so heel is raised. Hop on left and touch right heel at the side, toes turned up. Repeat to other side. Repeat whole step three times.

Measures 9-10 Step foward right, stamp left bringing heels together. Step backward left, stamp right, bringing heels together.

Measures 11-12 With three running steps partners change places passing on the right side. Face center of floor.

Repeat from beginning

Knowledges and Understandings

Learns to follow directions

Learns to keep time to the music in dancing

Attitudes and Appreciations

Appreciation of good music

Appreciates dancing

Habit and Skills

Grows skillful in all motions

Learns to be at ease in dancing

Enjoys wholesome recreation

Area of Growth

Socialization

Major Activity

Rhythm

Name of Activity

Csebogar

Procedure

Single circle hands joined with partners

Measures 1-4 Eight slides to the left

Measures 5-8 Eight slides to the right

Measures 1-2 Four skips to the center

Measures 3-4 Four skips back to place

Measures 5-8 Hungarian turn- Partners face, place right arm around waist of partner, raise left arm above head,

hop right, step left, step right. Repeat three times

Partners face, boy places hands on girls waist, girls place hands on boys shoulders

Measures 9-12 Four draw steps to the center

Measures 13-16 Four draw steps to place

Measures 9-10 Two draw steps to center

Measures 11-12 Two draw steps back to place

Measures 13-16 Hungarian turn, finish with a shout

Knowledges and Understandings

Develop skill in learning new steps

Ability to retain sequence of steps

Attitudes and Appreciations

Appreciates the skill needed for rhythms

Appreciates the recreation found in dancing

Habits and Skills

Feels more at ease on the dance floor

Enjoys dancing with others

Area of Growth

Socialization

Major Field

Rhythm

Name of Activity

Bleking

Procedure

Measure 1 Hop, bring the heel and the right arm forward,

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elbow straight, right hand in front of partners shoulder and left arm well back with the elbow bent. Hop, extending left heel and left arm in the same manner

Measure 2 The same changes made in quick succession right, left, right

Measure 3-4 Repeat the beginning starting with left foot

Measures 5-8 Repeat all

with hands shoulder high, raised sideways and hands joined, partners dance around the circle. Then the one with the left side towards the center starts forward with the right foot, the partner moves back with the left foot doing the following steps

Measure 9 Hop twice on each foot at the same time swing arms up and down windmill fashion once in each measure. Right arm down when hopping on the right foot, left arm down when hopping on the left foot

Measure 10 Use two of the above steps to turn around

Measure 11 Repeat measure 9 partners in reverse position

Measure 12-16 Repeat

Repeat dance from the beginning

Knowledges and Understandings

Learn to do new and more difficult steps

Learn to combine a routine of new steps

Attitudes and Appreciations

Appreciate the contribution of foreign countries to American life and culture

Appreciation of the beauty of a graceful dance

Appreciation of the dress and customs of other lands

Habits and Skills

Recognizes the skill of other national groups

Acquires new dance skills

Realizes the skill needed in dancing well

Area of Growth

Socialization

Major Field

Rhythm

Name of Activity

Practice Polka

Procedure

Couples side by side with inside hands joined outside hands on hips, facing around the circle in the line of direction

Polka step-after a preliminary hop on left foot, step forward with right foot, one, close left foot to right foot, and, step forward again with the right foot, two, hop on right foot, and

The same is repeated starting on left foot, counts one and two and

Polka three times forward starting with foot away from partner

Stamp three times, face partner

Polka three times forward at the same time turning towards partner then away letting arms swing well back and then forward

Clap three times, partners face

Polka three times as before

Stand still facing partner three counts

Point right toe forward, place right elbow in left hand shake finger at partner three counts

Repeat left

Polka once turning in place independently of partner

Stamp three times

Repeat from the beginning

Knowledges and Understandings

The knowledge of a new step

The knowledge of a complete new rhythm

The knowledge of the polka

Attitudes and Appreciations

Appreciation of the value of the polka

A greater appreciation of dancing

Habits and Skills

Skillful execution of the polka

Increased recognition of the skill needed in rhythms

Increased skill in dancing with a partner

Area of Growth

Socialization

Major Field

Rhythm

Name of Activity

Pop Goes the Weasel 11

Procedure

Double circle with couples facing to make set of four

Line 1 skip forward four steps

Line 2 skip backward four steps

Line 3 Join hands in a circle of four and skip around four steps

Line 4 All couples #1 raise joined hands to make arches and skip forward while all couples #2 skip under arches to meet new couple

Repeat all

Knowledges and Understandings

Learn a new variation of a popular dance

Learn to follow directions in couples

Learn to sing while dancing

Attitudes and Appreciations

A desire to dance as well as possible

Appreciation of the dancing ability of others

Appreciation of the singing ability needed to perform well

Habits and Skills

Learn to relax and enjoy rhythms

Learn to sing and dance well with a partner

This unit of work is for the fifth grade. As the heading explains, it is for the purpose of developing your pupils in the area of growth, Socialization. All of the dancers which could be taught in the fifth grade for the purpose of promoting socialization have not been included in this unit. All of the knowledges and understandings, attitudes and appreciations, habits and skills have not been listed. This is merely an example of that which can be done to improve your students in the field of rhythms and, at the same time, accomplish definite educational objectives in Physical Education. The length of the unit would depend upon the amount of time you could spend on one phase of the years program. There must be units of work taught in the three large areas of growth using the four major fields.

EXAMPLES OF GAMES WHICH WILL DEVELOP CREATIVENESS

Grade 1

The Playground

A Day In the Country

Cutting the Grass

Autumn In The Woods

Preparing For Thanksgiving

Building A House

Grade 11

Swimming

Indians

In The Barn

Moving Day

Lumbering

Making A Garden

Grade 111

Bicycling

Bouncing Balls

Seesaw

Skating

Striking The Anvil

Cowboys Throwing Lasso

Grade 1V

Archery

Firecrackers

Jackin The Box

Jumping Rope

Sewing Machine

Jack Knife Bend

Grade V

Chopping Wood

Cross-out Sawing

Pumping up Bicycle Tire

Scythe Swinging

Standing Broad Jump

Thread the Needle

Grade V1

Baseball Batting

Jump and Clap

Locomotive

Pulling Up Anchor

Screw-Driver

Steamboat

EXAMPLES OF STUNTS WHICH WILL DEVELOP COORDINATION

Grade 111

Duck Walk
Rabbit Hop
Crab Walk
Human Rocker
Gallop
Dog Run
Forward Roll
Backward Roll
Frog Hand Stand

Grade 1V

Frog Hop
Knee Dip
Clown Tricks
Back Spring
Centipede
Jumping Jack
Human Wheel
Hand Stank
Stump Walk

Grade V

Heel Click
Wooden Man
Seal Crawl
Jump The Stick
Indian Wrestle
Eskimo Roll
Hand Jump
Mule Kick
Human Bridge
Solid Ivory

Grade V1

Heel and Toe Spring
Ankle Throw
Sitting Balance
Human Fly
Elephant Walk
Triple Roll
Pendulum
Back Foot Flip
Chair Stand
Human Arch

EXAMPLES OF RHYTHMS WHICH DEVELOP CREATIVENESS

Grade 1

The Camel

Ducks

French Doll

Looby Loo

My Dog

Little Ducks

Grade 11

Sleeping Beauty

King of France

Seesaw

I See You

Twinkle Twinkle Little Star

Grade 111

Carrousel

Little Bo-Peep

Indian War Dance

Ride A Cock Horse

Three Little Mice

Mistress Mary

Grade 1V

May Pole Dance

Christmas Dance

Jump Jim Crow

Three Little Girls

Indian Dance (boys)

Money Musk

Grade V

Weaving Dance

Land of Cotton

Soldier's Joy

Troika

Russian Snowstorm

Nuts In May

Grade V1

Captain Jinks

Lottie Is Dead

Sicilian Circle

Cornish May Dance

Reap The Flax

Bounding Heart

EXAMPLES OF RHYTHMS WHICH WILL DEVELOP SOCIALIZATION

Grade 1

Ducks

The Camel

The Farmer In The Dell

Looby Loo

Hickory Dickory Dock

Little Jack Horner

Grade 11

Danish Dance of Greeting

King of France

Soldier Boy

Chimes of Dunkirk

Cats, Peas, Beans

Grade 111

Carrousel

Hot Cross Buns

Indian War Dance

Jolly Is The Miller

Nixie Polka

Sandal Polka

Grade 1V

Broom Dance

Children's Polka

Hansel and Gretel

Jump Jim Crow

Christmas Dance

Minuet 1

Grade V

Csebogar

Troika

Soldiers Joy

Pop Goes the Weasel 11

Bleking

The Land of Cotton

Grade V1

The Ace of Diamonds

Captain Jinks

Gustaf's Skoal

Polly Wolly Doodle

Ribbon Dance

We Won't Go Home

EXAMPLES OF BODY-MECHANICS FOR THE ELEMENTARY GRADES

Grade 1

- Animal imitations
    - Rabbits
    - Ducks
    - High stepping horses
    - Elephants
- Building a stone wall
- Ferryboat

Grade 11

- Bell ringing
- Climbing ladders
- Elevator
- Snowballing
- Toad jump
- Weather Vane

Grade 111

- Bicycling
- Bouncing balls
- Seesaw
- Skating
- Striking the anvil
- Cowboys throwing the lasso

Grade 1V

- Easy heel raising
- Double arm raising forward upward over head
- Double arm swinging cross to fly
- Trunk springing over both legs

Grade V

- Stride jumping
- Two arms raised sideways upward hands clapping over head

Grade Vl

- Little hops in place

Grade V	Grade Vl
Trunk springing over alternate legs	Double arms bending and stretching upward, sideways, forward and down
Sitting-horizontal arm flinging	Sitting-leg stretching with help of hands
Sitting-trunk springing over both legs	

This is a very small number of exercises which you may use with your classes in the elementary schools. In making your assignment complete, you will prepare a more complete list for each grade level by using the suggested references.

STUDENTS READING ASSIGNMENTS

#1 Read pages 489 to 495 in the book,"The Child and His Curriculum". Read chapters 1,11,and 111, in the book, "Health In Schools".

#2 Make a copy of the "Childrens Charter" found on the bulletin board and learn statements,#V1,X,X11, and X1X.

#3 Read pages 192 to 210 in the book,"The Child and His Curriculum".

#4 Read pages 495 to 507 in the book,"The Child and His Curriculum".

#5 Familiarize yourself with the Health material found in the original manuscript of the State Course of Study for the Primary Grades In Health and Physical Education. Study the sample Health Units for grade 11 which you have in your notes.

#6 Make a copy,for your note books,of the chart illustrating the areas of growth, major fields and suggested unit headings for Health Education.

#7 Read pages 110 to 115 in the book,"The Guidance of Learning Activities."

#8 Read pages 166 to 168 in the book,"Teaching the Social Studies".

#9 Become familiar with the material found on page 242 of the book,"English Monograph #4, National Council of Teachers of English."

#10 Read the booklet,"So You're Going To Teach".

STUDENT CULMINATING ASSIGNMENT

Previous to the last class meeting you will be ready to submit your notebook which will include the following material:

All weekly assignments of games, rhythms, stunts, story-plays and exercises

Three blocks of work representing three units in a Physical Education program for the elementary school child

All lesson plans that have been used by each member of the respective class sections for the practice teaching work

This material will be of great value to you when you begin training in the schools. The lesson plans and the units of work can be used when you teach Physical Education.

PART 1

SECTION 111

STUDENT PRACTICAL REQUIREMENTS

STUDENTS PRACTICAL REQUIREMENTS

During the course of this semester you will teach three lessons for me in Physical Education. The members of your own section will be the people you will use for the practice work. This class will represent the age level you are assigned to teach. I wish to impress upon you that it is not necessary for the group, acting as pupils, to create silly situations or problems that are absurd because the children the average elementary grade room do not act like infants. They ar usually very enthusiastic about starting to play the activity and do not annoy the instructor with silly questions.

Your assignments have been posted on the bulletin board in the gymnasium. You will have two lesson plans ready on the day you are scheduled to teach. You will keep one of the lesson plans and give one to me. You may not exchange your assigned date and you may not be excused except for illness.

I have posted the rating sheet beside the assignment list. That is the sheet which I shall use upon which to base your mark when you are teaching. I shall use this same sheet when you teach for me in the training schools.

ASSIGNMENTS FOR PRACTICE TEACHING

Date	Names	Grades	Area of Growth	Major Field	Activity
---	----	1	Creativeness	Game	Story play
---	----	1	Creativeness	Game	Indian game
---	----	1	Creativeness	Game	Do This Do That
---	----	1	Creativeness	Game	Follow The Leader
---	----	1	Creativeness	Rhythm	Did You Ever See A Lassie
---	----	1	Creativeness	Rhythm	The Camel
---	----	1	Creativeness	Rhythm	The Farmer In The Dell
---	----	1	Creativeness	Rhythm	Shoemakers Dance
---	----	11	Coordination	Game	Frog In the Middle
---	----	11	Coordination	Game	Come With Me
---	----	11	Coordination	Game	Midnight
---	----	11	Coordination	Game	Center Base
---	----	11	Creativeness	Rhythm	A Hunting We Will Go
---	----	11	Creativeness	Rhythm	Danish Dance of Greeting
---	----	11	Creativeness	Rhythm	Chimes of Dunkirk
---	----	11	Creativeness	Rhythm	Oats Peas Beans
---	----	111	Coordination	Game	Three Deep
---	----	111	Coordination	Game	Dodgeball

Date	Names	Grades	Area of Growth	Major Field	Activity
---	----	lll	Coordination	Game	Fire On the Mountain
---	----	llll	Coordination	Game	Club Snatch
---	----	lll	Socialization	Rhythm	Carrousel
---	----	lll	Socialization	Rhythm	Bean Porridge Hot
---	----	lll	Socialization	Rhythm	Indian War Dance
---	----	lll	Socialization	Rhythm	Jolly Is The Miller
---	----	lV	Socialization	Game	Circle Chase
---	----	lV	Socialization	Game	Dribbling Relay
---	----	lV	Socialization	Game	Cross Tag
---	----	lV	Socialization	Game	Brothers Sisters
---	----	lV	Socialization	Rhythm	Childrens Polka
---	----	lV	Socialization	Rhythm	Comin' Through The Rye
---	----	lV	Socialization	Rhythm	Dutch Couples Dance
---	----	lV	Socialization	Rhythm	Hansel and Gretel
---	----	lV	Coordination	Rhythm	Indian Hunters
---	----	lV	Coordination	Rhythm	Jump Jim Crow
---	----	lV	Coordination	Rhythm	Minuet
---	----	lV	Coordination	Rhythm	Pop Goes The Weasel
---	----	V-Vl	Socialization	Game	Pin Soccer
---	----	V-Vl	Socialization	Game	End Ball
---	----	V-Vl	Socialization	Game	Progressive Dodgeball

Date	Names	Grades	Area of Growth	Major Field	Activity
---	----	V-Vl	Socialization	Game	Relays
---	----	V-Vl	Socialization	Rhythm	Csebogar
---	----	V-Vl	Socialization	Rhythm	Virginia Reel
---	----	V-Vl	Socialization	Rhythm	Ace of Diamonds
---	----	V-Vl	Socialization	Game	Ball Stank
---	----	V-Vl	Socialization	Game	Circle Kick Ball
---	----	V-Vl	Socialization	Game	Center Stride Ball
---	----	lV	Coordination	Rhythm	Hansel and Gretel
---	----	lV	Coordination	Rhythm	Dutch Couples Dance
---	----	lV	Coordination	Rhythm	Broom Dance
---	----	V-Vl	Creativeness	Rhythm	Little Man In Fix
---	----	V-Vl	Creativeness	Rhythm	Gustaf's Skoal
---	----	V-Vl	Creativeness	Rhythm	The Ace of Diamonds
---	----	lV	Coordination	Game	Long Ball
---	----	lV	Coordination	Game	Soccer Dodgeball
---	----	lV	Coordination	Game	End Ball
---	----	lV	Coordination	Game	Bat Ball
---	----	l	Creativeness	Rhythm	How D'ye Do My Partner
---	----	l	Creativeness	Rhythm	The Camel
---	----	l	Creativeness	Rhythm	Shoemaker's Dance

RATING SHEET FOR STUDENT TEACHING

Name--- Section--- Date---

Area of Growth--- Name of Activity---

Major Activity---

Rating	Remarks	Mark
Appearance---		
Manner---		
Voice---		
Poise---		
Preparation---		
Presentation---		
Response of class--		
Corrections---		
Initiative---		

Summarized Mark---

PART 11

METHODS OF TEACHING HEALTH EDUCATION FOR THE ELEMENTARY SCHOOL TEACHER

SECTION 1

CLASS MEETINGS

CLASS MEETING 1

ONE OF THE SEVEN CARDINAL PRINCIPLES OF EDUCATION

One of the seven Cardinal Principles of Education is to promote Health. Without it no one can be successful in that which he is endeavoring to accomplish.

You, as future teachers, have a very responsible task in maintaing the present Health of your students as well as teaching them new attitudes and habits. It is one of the phases of the educational career of the child which cannot be separated into one specific lesson alone. It must be a continuous living experience which is brought to the attention of the children at all times.

THE PREPARATION OF THE CHILD TO LIVE SUCCESSFULLY IN THE DEMOCRATIC WAY OF LIFE

The child must be prepared for his life in a democracy. He must be taught to develop a healthy body, an educated mind and a self-disciplined, self-reliant, socially minded personality. In brief, he must be helped to adjust happily and successfully to the American pattern of living.[1]

The school is not the sole agency responsible for the health of the people. The health of the people is determined by many factors including heridity, home environment, nutrition, personal attitudes, intelligence, information,

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[1] American Association of School Administrators,"The Twentieth Yearbook,Health In Schools", A Department of the National Education Association,(Washington,D.C.) p 9

economic status, accidents, disease or injury. It would be as unfair to attribute ill health in the nation to failure of the schools as it would be unwarrented to claim all health progress as caused solely by the schools. Yet the schools are a vital factor. In the schools is offered unparalleled opportunity for acquiring health knowledge, forming health attitudes and establishing health practices. Ignorance about health remains widespread even amoung otherwise well-informed and well-educated persons. Superstition and misinformation are by no means confined to the illiterate or those with limited education.[2]

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[2] American Association of School Administrators, *loc. cit.*

CLASS MEETING 11

THE CHILDREN'S CHARTER

In 1931 there was a conference in Washington which was held at the request of President Hoover, namely,"The White House Conference On Child Health and Protection." At this conference, many of the vital factors regarding the child and the world he must live in were formulated. These statements illustrate the part education must play in preparing the child to live in our democracy and at the same time be prepared to serve his home, community and nation with the maximum amount of efficiency.

President Hoover's White House Conference on Child Health and Protection, recognizing the rights of the child as the first rights of citizenship, pledges itself to these aims for the children of America:

For every child spiritual and moral training to help him to stand firm under the pressure of life

For every child understanding and the guarding of his personality as his most precious right

For every child a home and that love and security which a home provides; and for that child who must receive foster care, the nearest substitute for his own home

For every child full preparation for his birth, his mother receiving prenatal and natal and postnatal care; and the establishment of such protective measures as will make child-bearing safer

For every child health protection from birth through adolescence, including: periodical health examinations and, where needed, care of specialists and hospital treatment; regular dental examinations and care of the teeth; protective and preventive measures against communicable diseases; the insuring of pure food, pure milk and pure water

For every child from birth through adolescence, promotion of health including health instruction and a health program, whosesome physical and mental recreation, with teachers and leaders adequately trained

For every child a dwelling place safe, sanitary, and wholesome, with reasonable provisions for privacy, free from conditions which tend to thwart his development; and a home environment harmonious and enriching

For every child a school which is safe from hazards, sanitary, properly equipped, lighted, and ventilated. For younger children nursery schools and kindergartens to supplement home care

For every child a community which recognizes and plans for his needs, protects him against physical dangers, moral hazards, and disease; provides him with safe wholesome places for play and recreation; and makes provision for his cultural and social needs

For every child an education which, through the discovery and development of his individual abilities, prepares him for life; and through training and vocational guidance prepares him for a living which will yield him the maximum of satisfaction

For every child such teaching and training as will prepare him for successful parenthood, homemaking, and the rights of citizenship; and, for parents, supplementary training to fit them to deal wisely with the problems of parenthood

For every child education for safety and protection against accidents to which modern conditions subject him-those to which he is directly exposed and those which, through loss or maiming of his parents, affect him indirectly

For every child who is blind, deaf, crippled, or otherwise physically handicapped, and for the child who is mentally handicapped, such measures as will early discover and diagnose his handicap, provide care and treatment, and so

train him that he may become an asset to society rather than a liability. Expenses of these services should be borne publicly where they cannot be privately met

For every child who is in conflict with society to be dealt with intelligently as society's charge, not society's outcase; with the home, the school, the church, the court, and the institution, when needed, shaped to return him whenever possible to the normal stream of life

For every child the right to grow up in a family with adequate standard of living and the security of a stable income as the surest safeguard against social handicaps

For every child protection against labor that stunts growth, either physical or mental, that limits education, that deprives children of the right of comradship, of play and of joy

For every rural child as satisfactory schooling and health services as for the city child, and an extension to rural families of social, recreational, and cultural facilities

To supplement the home and the school in the training of youth, and to return them those interests of which modern life tends to cheat children, every situation and encouragement should be given to the extension and the development of voluntary youth organizations

To make everywhere available those minimum protections of the health and welfare of the children, there should be a district, county, or community organization for health, education, and welfare, with full-time officials, co-ordinating with a state-wide program which will be presonsible to a nation-wide service of general information statistics, and scientific research. This should include:
   Trained, full-time public health officials, with public health nurses, sanitary inspection, and laboratory workers
   Available hospital beds
   Full-time public welfare service for the relief, aid, and guidance of children in special need due to poverty, misfortune or behaviour difficulties, and for the protection of children from abuse, neglect, exploitation, or moral hazard.

For every child these rights, regardless of race, or color

or situation, wherever he may live under the protection of the American Flag.[1]

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[1] President Hoover's White House Conference, 1931, "The Children's Charter", (National Child Welfare Association, Washington, D.C.).

CLASS MEETING 111

FACTORS NEEDED FOR A SUCCESSFUL SCHOOL HEALTH PROGRAM - Burett

If the Health program, which you will teach, is to be a successful one, it must include many principles which have been neglected.

Provide a school plant which is constantly checked and maintained so as to provide a place for the children to live healthfully.

Establish an atmosphere conducive to mental health by attention to curriculum, attitudes of teachers, and all in authority.

Develop ideals and attitudes consistent with the best health information known to science to-day.

Establish, as far as possible, habits which make for healtful living consistent with these ideals and attitudes.

Provide information at the time and to the extent that it will be most beneficial in maintaining their habits, attitudes and ideals.

Develop attitudes, habits, and knowledge which will increase the safety of living for all children.

Provide activities at desirable intervals which aid in optimum physical development.

Develop attitudes, skills and techniques which will be of use in leisure-time activities.(Perhaps next to reading health education has the largest task to perform in filling this important objective.)

Establish a health service which locates any physical condition which is injurious either to the health of that child or of any other reports the condition to the home

furnishes a basis for special programs for any child who may need it, and follows up the case as long as necessary.

Establish rapport with the home, the community and all other health agencies in the district.[1]

These factors are only a few of the countless lists which may be found in the rules and standards which you will find advocated in the various communities where you will teach. The sole difficulty remains in that they are not thoroughly practiced in many places. This program will show you, I trust, that these principles are not unreasonable standards.

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[1] Lee and Lee, *op. cit.*, pp. 489-90

CLASS MEETING 1V

THE EDUCATIONAL CURRICULUM

To-day the educational curriculum is concerned with the whole child.

The Health, mental and physical, of the child is the single most important factor in that development. The most crucial point of a health program is that it shall be an integral part of the total curriculum. More than any other"subject" it should enter into the planning of every moment and every phase of school living.[1]

In planning this program you must consider the facts I have listed here:

It must be an integral part of the regular curriculum program.

It should be built on the philosophy that health is a way of living mentally, emotionally, socially and physically.

It must grow out of and be a part of all child experiences in school, home, and community.

Health information, habits and attitudes to be effective must be acquired from purposeful functioning situations.

The objective should not be just good health but the most vital and best health possible for each child.

Health and physical education should be conceived, planned and executed as one program remembering the significance of adequate health and physical service, health and physical instruction and provision of conditions necessary for health and growth.

Health is that condition in which the mind body and spirit are working efficiently toward the realization of the fullest possible life.

Health education is the sum of all experiences within the

school and in life outside which affect meanings, attitudes and habits relating to individual and community health.

Every activity in the school curriculum has its health implications. Each should be so directed that these implications are clearly understood and utilized both by teachers and pupils.

Since conduct is the desired end; knowledge and meanings are the means to an end. These should therefore, not be taught in isolation from the experience out of which they arise and in which they are to be applied.

The teacher and the child should think of health as a matter of conduct, not as content of instruction.

Special health periods devoted to direct health teachings should arise out of special needs or be the outcome of some school activity. These periods should always result in the application of learnings obtained in other relationships.

The environment for health education is broader than the curriculum of the school. It extends to the buildings, equipment, administration, and the entire life of the child, since they make possible the situations for desirable practices.

Evaluation of the health program and of pupil progress should be in terms of improved physical, mental, moral and social behavior, and the opportunities provided for health practices.

The entire school personnel has a decided responsibility for, and must cooperate in, taking advantage of the many possibilities favorably affecting the health behavior of school children.[1]

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[1] Ibid., pp. 491-92.

CLASS MEETING V

SUBJECT MATTER TO BE USED IN THE TEACHING OF HEALTH EDUCATION

There are few health books which would present the same outline for your consideration as a guide for the facts which you must teach your pupils, but the degree of variation is slight. There is no complete agreement at any time in respect to the exact topics which you should use but the similarity is very close. The list, which I shall give to you now, and which you can find in your reading assignment, includes those facts which are found to be common in most courses of study.

Structure and nature of human body

Care of body
  Personal cleanliness
  Care of special parts as teeth, eyes and ears
  Food
  Air and sunshine
  Work and play
  Rest and sleep
  Elimination
  Posture
  Clothing
  Prevention, detection, and correction of health handicaps
  Prevention of communicable diseases
  Stimulants and narcotics
  Sex education
  Safety education
  First aid
  Sanitation of surroundings
  Heating and ventilating
  Community problems as safe water and milk supply
  Helpers in health progress, doctors, nurses etc.

Mental hygiene
  Knowing ones self
  Relaxation
  Developing basic habits of eating, cleanliness, elimination and sleeping
  Elimination of fears, unfounded medical beliefs

Development of personality
  Care of appearance
  Training of voice, posture

Character education
  Cooperation
  Moderation
  Self-reliance
  Dependability
  Considerateness

Citizenship
  Cooperation
  Safety
  Community health and sanitation
  Home making [1]

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[1] *Ibid*., pp. 497-98

CLASS MEETING V1

FACTS TO BE CONSIDERED IN PRESENTING HEALTH EDUCATION LESSONS

The extent to which you will teach this Health material varies in every community but there are some measures upon which you will be able to make your decisions.

The child should not be given material that is beyond his ability to understand and use. The capacity of the child must be considered physically, socially, and intellectually. No material should be given that cannot be justified as contributing directly to pupil or community health, or as essential in understanding the health and growth process. Favorable attitudes can best be developed in relation to health as in other areas by encouraging ahd assisting rather than forcing and impelling; the emphasizing achievement and the positive phase rather than failure and the negative phase; by having the child compete against his own record rather than competing with others; by encouraging self checking and inspection rather than teacher inspection or the inspection of one another, up to the limits of the children's ability; by dealing individually and privately with individual childrens problems rather than discussing them before the class. Pupils should be asked to report on what teacher herself can see. There should be continuous required reporting of home behavior as amount of sleep, number of baths and food habits. All such checking should be done directly with the home.[1]

If you will follow these principles, your Health program will be a successful one. In addition to the above educational suggestions an adequate physical and medical examination must be given each pupil and necessary reports sent to the home.

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[1] *Ibid*., pp. 497-99.

CLASS MEETING V11

THE THREE AREAS OF GROWTH USED IN TEACHING HEALTH EDUCATION

For years the teaching of Health lessons has not only been abused but definitely neglected inspite of the fact that it is listed in every course of study. Many teachers cared for the requirement by teaching it for a few minutes when there was a little extra time in her daily schedule. By doing this, the law was always covered but the facts were never presented properly. The Massachusetts State Department of Education have prepared an educational Health program which we shall give careful study during this present course.

The Health material has been organized about three phases of the child's life called, areas of growth. They are:

Organic development
Adaptation to physical environment
Adaptation to social environment[1]

Organic functions

This first area of growth includes the instruction of all the facts which will enlighten the children concerning the improvement of the internal working mechanism of the

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[1] Massachusetts State Department of Education,"Course of Study For the Primary Grades",(Original Manuscript, State Department of Education, Boston, Massachusetts, 1945).

anatomical structure. For the elementary level, this area has four major fields namely:

Eating
Elimination
Physical activity
Sleep, rest and relaxation [2]

By preparing a unit of work and using one of these major fields, you will be developing one area of growth in your children.

Adaptation to physical environment

In caring for this second area of growth you will educate your pupils in respect to such facts as the causes of diseases, the effects of injury, the knowledge of safety and first aid measures as well as the effect of temperature changes on the body. To present this area of growth to your pupils you will consider the following major fields:

Protection against disease
Protection against injury
Adjustment against atmospheric conditions [3]

Adaptation to social environment

In considering this third area of growth you will teach your children to realize the personal obligations he must know inorder to be an accepted member of society. The major fields to be taught inorder to obtain this area of growth are:

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[2] *Ibid.*, Original Manuscript Pages

[3] *Ibid.*, Original Manuscript Pages

The child's relationship with others
The child's personal appearance [4]

In addition to the objectives which you have just received, there are other specific facts you must consider previous to the teaching of your Health work. After you have selected one of the areas of growth and major fields for the preparation of your unit of work, you must then place the proper objectives under the following headings of your lesson plan:

Suggested unit heading

Attitudes and appreciations

Knowledges and understandings

Suggested activity

Suggested motivating factors

If you will use all of these standards each year, you will present your Health work regularly in a continuous manner to your pupils. You will be able to know what the children have had before they enter your room. You will understand that the nine major fields are not taught in every elementary grade but arranged according to the needs of the various age levels of the children.

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[4] *Ibid*., Original Manuscript Pages.

CLASS MEETING V111

CHART ILLUSTRATING OVER-VIEW OF HEALTH WORK IN THE ELEMENTARY GRADES

The following chart will illustrate to you an over-view of the elementary Health Education program. The stars illustrate the specific years in which the respective major fields are to be taught.[1]

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[1] *Ibid*., Original Manuscript Pages.

AREA OF GROWTH	MAJOR FIELD	GRADE		HEALTH FOR GROWTH	GRADE		HEALTH FOR PLAY	GRADE		HEALTH FOR WORK
		I	II	SUGGESTED UNITS	III	IV	SUGGESTED UNITS	V	VI	SUGGESTED UNITS
ORGANIC FUNCTIONS	Eating	*	*	I-Having breakfast Puppy joins family		*	IV-Noon lunch at school Stoking our body engines Learning more about milk		*	VI-Foods for successful living Getting the most for your money What happens to the food we eat
	Elimination	*	*	II-Going to market Learning about teeth		*	IV-Importance of removing water		*	
	Physical Activity	*	*	I,II-Growing plants(posture)	*		III-Our bodies in action	*		V-Making an athlete How our community plays Planning a picnic Hiking and biking
	Sleep, Rest Relaxation	*	*	I-Getting ready for bed II-See us grow	*		III-Between supper and bedtime; sleeping for pep	*		V-Why sleep Hobbies
ADAPTATION TO PHYSICAL ENVIRON-MENT	Protection Against Disease	*	*	I-Our friends, the Doctor, Dentist and Nurse II-Protecting ourselves from germs---a day in bed; Billy has the measles; when we have colds			IV-Away with the fly Keeping your cold to yourself Unseen enemies		*	VI-Friends or enemies Fighting communicable diseases
	Protection Against Injury	*	*	I-The road to school(development of safety habits involved in the particular situation) II-Our wonderful eyes Playing safely	*		III-One pair of feet	*		V-What we should know about First Aid Use and misuse of drugs How our eyes and ears work
	Adjustment To Atmospheric Conditions	*	*	II-Dressing for the weather	*		III-A rainy day Outdoors throughout the year	*		V-Clothing for every climate
ADAPTATION TO SOCIAL ENVIRON-MENT	Relationship With Others	*	*	I-Making new friends II-Weekends at home, work, play	*		III-Helping at home	*		V-Are you good company My share in making the home
	Personal Appearance	*	*	I-Relations with the family II-Helping mother II-Community helpers I-Getting ready for school		*	IV-It pays to keep clean			VI-Making the most of your appearance

CLASS MEETING 1X

EDUCATIONAL HEALTH OBJECTIVES OBTAINED IN THE ELEMENTARY GRADES

Inorder that you might have a clearer perspective of the possible objectives which you will be able to obtain by teaching this particular Health program, I have made an outline which illustrates the major fields and areas of growth with the specific objectives listed under each heading. Please remember, like any work in the field of education, the terminology, used under the many headings, will vary according to your individual environment and also individual teaching techniques. This outline is for the sole purpose of enabling you to actually see concrete evidence of that which must be and can be accomplished in the teaching of Health Education. There are many more habits, skills, knowledges, understandings and activities which you will discover when your work actually begins in the class room.

The blue stars designate the items which ar stressed in that particular grade. The red stars show where the topic is mentioned again during the childs education.

CLASS MEETING 1X

OUTLINE SHOWING EDUCATIONAL HEALTH OBJECTIVES

	Grades		
	I	II	III
I-AREA OF GROWTH			
A. Organic Functions			
1. Major Field			
a. Eating			
Skills and Habits			
1. Asks for foods that help children to grow and keep well, which are plain milk, dark bread and cereal, fruit, vegetables, eggs, fish, meat and butter	+	+	
2. Eats candy in moderation, if at all and only at the end of a meal	+	+	
3. Drinks water frequently, and avoids tea, coffee, and soft drinks	+	+	
4. Eats some of every food set			

before him	+	+	
5. Has only milk, plain crackers or fruit if mid-meal lunches are necessary	+	+	
6. Eats only at regular times, and eats three meals daily	+	+	
7. Gets up on time to eat a good breakfast	+	+	
8. Takes small bites and chews food thoroughly	+	+	
9. Goes to dentist at least twice a year	+	+	
10. Brushes teeth at least twice a day	+	+	
Attitudes and Appreciations			
1. Wants to eat foods which will help him to grow	+	+	
2. Is willing to try unfamiliar foods and is proud of learning to eat them	+	+	
3. Eats cheerfully some of all foods set before him	+	+	
4. Is pleasant at meal times	+	+	
5. Is interested in his growth chart	+	+	
6. Is proud of having clean			

sound teeth	+	+	
Knowledges and Understandings			
1. Knows the right eating habits for child of this age	+	+	
2. Knows the name and appearance of a variety of good foods for children	+	+	
3. Knows that children and animals must have the right foods to attain best growth	+	+	
4. Knows that plants, animals and children need water	+	+	
5. Knows what constitutes a good breakfast for a child	+	+	
6. Knows what food is good for mid-morning lunch	+	+	
7. Knows that teeth are important for chewing of food	+	+	
8. Knows that baby teeth will come out and be replaced by grown-up teeth	+	+	
Suggested Units			
1. Within the major field-good things to eat, drink- a. common fruit, b. whole grain cereal, c. vegetables,			

d. milk and water	+	+	
2. Having breakfast			
a. what to eat and how to eat it	+	+	
3. Going to market with mother			
a. place to buy			
b. protection of food			
c. kinds of food			
d. contribution of store helpers			
e. being helpful to mother	+		
4. Learning about our teeth			
a. what teeth are for			
b. baby teeth and grown up teeth			
c. care of foods for teeth		+	
5. Related--On the Farm		+	
Suggested Activity			
1. Arranging a display of actual fruits, vegetables and cereals or pictures of them	+		
2. Drawing, painting or modeling fruit and others	+		
3. Visiting a farm or diary or show pictures	+		

4. Periodic weighing and measuring	+	+
5. Telling story of our teeth		+
6. Dramatizing breakfast	+	
7. Playing store		+
8. Watching for first permanent teeth and new front teeth		+
9. Planting seeds of bulbs and watching them grow under different conditions		+
10. Playing milk man		+
b. Elimination		
Skills and Habits		
1. Goes to toilet at same time each day, for bowel movement	+	+
2. Reports to mother if bowels do not move daily	+	+
3. Avoids unnecessary delay in emptying bladder	+	+
4. Has reasonable control of bladder	+	+
Attitudes and Appreciations		
1. Is willing to take time to have bowel movement	+	+
2. Is matter-of-fact about attending to elimination	+	+

Knowledge and Understandings			
1. Knows that bowels should be emptied daily at a regular time	+	+	
2. Knows the correct terms for expressing needs of elimination-(bowel movement and urination)	+	+	
c. Physical Activity			
Skills and Habits			
1. Plays several hours out-of-doors every day except in rainy weather	+	+	+
2. Maintains good posture most of the time-(sitting, standing, and in motion)	+	+	+
Attitudes and Appreciations			
1. Enjoys active play especially out-of-doors	+	+	+
2. Appreciates how much good posture improves the appearance	+	+	+
Knowledge and Understanding			
1. Knows that active play helps animals and children grow	+	+	+
2. Knows that the best place			

for children to play is out-of-doors	+	+	+
3. Knows how to sit, stand, walk and run correctly			+
4. Has a suitable repertoire of physical activities at this age level	+	+	+
Suggested Units			
1. How we spend our play time a. where to play, b. what to play, c. when to play	+		+
2. Growing Plants (posture)		+	
Suggested Activities			
1. Observation of animals at play	+	+	
2. Learning to play suitable games	+	+	+
3. Discussion of suitable times and places for play	+	+	+
4. Caring for plants		+	
5. Measuring their growth		+	
6. Watching their erectness		+	
7. Taking a posture test			+
8. Taking skill tests			+
9. Drawing pictures of boys and girls in action			+

d. Sleep, Rest, Relaxation			
Skills and Habits			
1. Has regular bedtime	+	+	+
2. Has 12 hours sleep	+	+	
3. Plays quietly before bed	+	+	+
4. Asks to have fresh air at night	+	+	+
5. Sleeps with lights out	+	+	+
6. Tries to relax quickly during rest period and bedtime	+	+	+
7. Undresses completely and puts on night garments	+	+	+
8. Has 11 hours of sleep			+
9. Makes room as quiet as possible for sleep			+
Attitudes and Appreciations			
1. Goes to bed willingly at proper time	+	+	+
2. Willing to play quietly or rest at proper time	+	+	+
3. Enjoys sleeping in a dark well ventilated room		+	
4. Enjoys both leisurely and active recreation			+

Knowledges and Understandings			
1. Knows that animals and children need sleep and rest for growth	+	+	+
2. Knows the right habits for sleep and rest	+	+	+
3. Knows proper bedtime and recognizes it on the clock		+	+
4. Knows fresh air is necessary for restful sleep	+	+	+
5. Has a suitable repertoire for recreational skills for a child at this age level	+	+	+
Suggested Units			
1. Getting ready for bed			
a. suitable recreation before bedtime			
b. personal preparation			
c. conditions for sleeping	+		
2. See us grow		+	
3. Between supper and bedtime			
a. suitable activities			
b. preparing for bed			
c. sleeping for pep			+
Suggested Activities			
1. Observing sleep habits of			

animals	+		
2. Putting a doll to bed	+		
3. Listening to poems on sleep	+		
4. Learning to sing some lullabies		+	
5. Playing quiet games suitable for use before bedtime	+	+	+
6. Clock face with movable hands marking bed time		+	
7. Figuring our bedtime in relation to necessary rising time to allow 11 hours for sleep			+
8. Reading and writing poems about sleep			+
B. Adaptation to Physical Environment			
1. Major Field			
a. Protection against Disease			
Skills and Habits			
1. Does not taste or take bites of other peoples' food	+	+	
2. Washes hands before eating and after toilet	+	+	
3. Does not eat food that has been dropped on floor	+	+	
4. Uses bubbler correctly	+	+	

5. Does not eat unknown berries and leaves	+	+
6. Uses own cup, straw, glass, and silver		+
7. Keeps hands away from eyes, nose, mouth and ears	+	+
8. Uses own clean face cloth towel and tooth brush	+	+
9. Never touches eyes except with clean cloth	+	+
10. Uses clean handkerchief or tissue to keep nose clean	+	+
11. Covers nose and mouth when coughing or sneezing	+	+
12. When sick, keeps away from playmates	+	+
13. Keeps away from those who are sick	+	+
14. Reports to older person when not feeling well	+	+
15. Does not put foreign articles in nose, ears or mouth	+	+
16. Avoids rubbing eyes	+	+
17. Goes to older person if something is in the eye	+	+
18. Does not touch strange		

animals	+	+
19. Helps keep flies out of building by closing screen door	+	+
20. Helps protect food from flies	+	+
21. Uses toilet correctly and flushes it after use	+	+
22. Keeps toilet seat closed	+	+
23. Visits dentist at least twice a year	+	+
Attitudes and Appreciations		
1. Enjoys cleanliness in regard to person, food, equipment	+	+
2. Cooperates with those caring for sickness	+	+
3. Observes quarantine willingly	+	+
4. Willing to stay home when not feeling well	+	+
5. Dislikes having flies around	+	+
6. Cooperates when having dental or medical care	+	+
7. Is able to preserve precaution without feeling fear	+	+
8. Wants to have clean sound teeth	+	+
Knowledges and Understandings		
1. Knows right habits for		

protection of disease for a child of that age	+	+
2. Knows how to recognize colds in self and others	+	+
3. Knows how to blow nose properly	+	+
4. Knows how to wash and dry hands and face	+	+
5. Knows why objects should be kept out of mouth		+
6. Knows how to use bubbler	+	+
7. Knows flies carry dirt	+	+
8. Knows meaning of quarantine signs	+	+
9. Knows what hospitals and clinics are for	+	+
10. Knows that there are germs that carry diseases	+	+
Suggested Units		
1. Our friends, doctor, nurse, dentist		
a. what they do for us		
b. how we cooperate with them	+	
2. Protecting ourselves from germs		+

3. A day in bed	+	
4. Billy has the measles		+
5. When we have colds	+	
Suggested Activities		
1. Visiting a clinic		+
2. Making the acquaintance of the doctor, dentist, nurse	+	
3. Learning to use bubbler	+	
4. Quarantineing the doll	+	
5. Taking care of the sick doll	+	
6. Observe how birds and kittens keep themselves clean		+
7. Learning to wash and dry hands correctly	+	
8. Dramatizing the doctor's visit at home	+	
9. Learning use of handkerchief		+
b. Protection against Injury		
Skills and Habits		
1. Uses scooters and other wheelers in yard and playground rather than in street	+	+
2. Uses suitable home, school and community play spaces	+	+
3. Considers hazards in selecting places to play	+	+

4. Avoids picking teeth and biting hard substances	+	+
5. Does not point gun toys at others	+	+
6. Does not lean out of window or over balconies	+	+
7. Does not run with sharp instruments or objects in hands	+	+
8. Tells teacher if seat or desk is uncomfortable	+	+
9. Does not swallow or taste pills, medicine, etc. except under direction of older persons	+	+
10. Does not strike anyone around head or about ear	+	+
11. Tells teacher if eyes hurt or cannot see the board clearly	+	+
12. When looking at books a. does not face direct light b. sits in good light c. wears glasses if needed d. holds book correctly	+	+
13. Reports to an adult if cut or injured	+	+

Attitudes and Appreciations			
1. Begins to appreciate safety for himself and others	+	+	
2. Wants to learn how to play safely	+	+	
3. Appreciates help and pleasure which eyes and ears can give	+	+	
4. Recognizes careful preparation for a game or outing as a commendable trait	+	+	
5. Understands that riding a bicycle involves responsibility on his part	+	+	
Knowledges and Understandings			
1. Knows safety habits for child of his age	+	+	
2. Knows where safe play places are	+	+	
3. Knows when seat is uncomfortable	+	+	
4. Knows that hearing may be injured by very loud noise or blow	+	+	
5. Knows where to go for adult if cut or injured	+	+	
6. Knows that minor injuries			

such as cuts, blisters etc. must be cared for instantly	+	+	
7. Knows good reading habits	+	+	
8. Knows rules for riding bicycles	+	+	
Suggested Units			
1. The road to school; development of safety habits involved in the particular situation	+		
2. Our wonderful eyes		+	
3. Playing safely		+	
4. One pair of feet			+
Suggested Activities			
1. Listening to talks on safety by members of State Police	+	+	+
2. Participating in his seat adjustment		+	
3. Making a list of what our eyes do for us and what we can do for our eyes		+	
4. Making safety rules for our school and playground		+	+
5. Dramatizing the safety rules		+	
6. Making a shoe exhibit			+
7. Making own foot prints			+

8. Collecting poems and stories about feet and shoes			+
c. Adjustment to atmospheric conditions			
Skills and Habits			
1. Wears suitable clothes which are provided	+	+	+
2. Removes outside wraps when indoors	+	+	+
3. Removes wet clothing	+	+	+
4. Keeps out of puddles	+	+	+
5. Does not sit on cold damp ground	+	+	+
6. Selects sunny play spots except during very hot days	+	+	+
Attitudes and Appreciations			
1. Willing to wear proper attire	+	+	+
2. Enjoys a well ventilated room			+
Knowledges and Understandings			
1. Becomes conscious of seasonal clothihg	+	+	+
2. Knows what kind of clothing to wear in different kind of weather	+	+	+
3. Knows that it is dangerous to let skin get a severe sunburn	+	+	+

4. Knows that any part of the body which is severly chilled should be warmed gradually			+
Suggested Units			
1. Dressing for the weather man	+		
2. A rainy day		+	
3. Out-of-doors throughout the year			+
Suggested Activities			
1. Making and collecting pictures of children properly dressed	+	+	
2. Dressing a doll for play in the snow	+		
3. Writing stories about children at play different kinds of weather		+	
4. Removing outside clothing in school room.	+	+	+
5. Preparing reports on clothing in department stores			+
6. Keeping a classroom temperature record			+
C. Adaptation to Social Environment			
1. Major Field			

a. Relationship with others

Skills and Habits

1. Is helpful in the home	+	+	+
2. Carries on a good deal of recreational activity with members of his family	+	+	+
3. Is not dependent upon adults for entertainment	+	+	+
4. Does not make excessive demands upon parents	+	+	+
5. Respects rights of others but at same time defends his own	+	+	+
6. Has reasonably good manners at table and elsewhere	+	+	+
7. Tries to bear pain and discomfort bravely	+	+	+
8. Is kind to animals	+	+	+
9. Plays and works pleasantly with others	+	+	+
10. Is not fearful of people whom he meets	+	+	+
11. Obeys the rules of the group	+	+	+
12. waits for own turn	+	+	+
13. Is careful of school and community property	+	+	+

14. Shows regard for private and public property	+	+	+
15. Shares in good housekeeping in school room	+	+	+
16. Helps keep community clean by disposing of waste materials in containers	+	+	+
17. Exercises proper self-control	+	+	+
18. Tries to overcome and remove unjustified fears			+
19. Faces unpleasant tasks			+
Attitudes and Appreciations			
1. Has confidence and trust in family	+	+	+
2. Enjoys family games, excursions and outings	+	+	+
3. Is pleased with achievements of other members of the family	+	+	+
4. Has a cooperative attitude in the home and school	+	+	+
5. Appreciates what father and mother does for him	+	+	+
6. Appreciates the services given by the school people	+	+	+

7. Wants to be a good member of the school and community	+	+	+
Knowledges and Understandings			
1. Understands in some degree contributions father and mother give to home	+	+	+
2. Knows that even a small child may do much to make home happy	+	+	+
3. Knows that child must share privileges of home and attention of parents	+	+	+
4. Knows the manners that a child his age should have	+	+	+
5. Knows that fear usually can be overcome	+	+	+
Suggested Units			
1. Making new friends	+		
2. Week-ends at home		+	
3. Helping mother	+		
4. Community helpers		+	
5. Keeping our community clean		+	
Suggested Activities			
1. Discussing likable qualities in children		+	
2. Giving a party	+	+	

3. Making a list of things we can do to help at home	+		
4. Drawing pictures of children helping	+	+	
5. Writing stories			+
6. Dramatizing ways of helping in the community		+	
7. Listing and discussing the qualities of a good sport			+
8. Listing ways of being courteous in various situations			+
b. Personal Appearance			
Skills and Habits			
1. Dresses self as far as possible	+	+	
2. Keeps belongings tidy	+	+	
3. Arranges clothes neatly	+	+	
4. Hangs up own outside wraps	+	+	
5. Knows how to wash face and hands	+	+	
6. Asks to have bath at least twice a week	+	+	
7. Brushes teeth at least twice a day	+	+	

Attitudes and Appreciations		
1. Enjoys being self-reliant	+	+
2. Likes to take a bath	+	+
3. Enjoys clean clothes	+	+
4. Likes the appearance of clean clothes	+	+
Knowledges and Understandings		
1. Knows how to dress	+	+
2. Knows that all-over baths make us more pleasant to live with	+	+
3. Knows that clean clothes makes us more acceptable	+	+
4. Knows how to brush teeth	+	+
Suggested Units		
1. Getting ready for school	+	+
2. Washing and dressing	+	+
Suggested Activities		
1. Morning inspection	+	+
2. Getting doll ready for school	+	+

I shall not outline in detail the materials for grades IV, V, and V1. I shall list the important heading for you and check the grades in which the respective objectives are stressed.

Area of Growth	Grades		
	1V	V	V1
A. Organic Functions			
1. Major Fields			
a. Eating	+	+	+
b. Elimination	+	+	+
c. Physical activity	+	+	+
d. Sleep, rest, relaxation	+	+	+
B. Adaptation to Physical Environment			
1. Major Fields			
a. Protection against disease	+	+	+
b. Protection against injury	+	+	+
c. Adjustment to atmospheric conditions	+	+	+
C. Adaptation to Social Environment			
1. Major Fields			
a. Relationship with others	+	+	+
b. Personal appearance[1]	+	+	+

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[1] Massachusetts Department of Education, Loc. cit.

CLASS MEETING X

THE CONSTRUCTION OF A UNIT OF WORK

There are so many different ways to define a unit of work that it is probably confusing to you. If you will recall the definition which we studied the first semester, I shall try to continue with the same definition but in greater detail.

The words, "oneness, wholeness and unity,"[1] should assist you in understanding the term. It is for the purpose of enabling you to present your subject matter in a clear, logical, continuous and related manner to your students. Good teaching is a challenge to the instructor. You should not force distasteful subject matter upon your children but present it so that they absorb it without realizing that they are mastering that which they do not want.

This does not mean letting the pupils do as they please but rather making things sensible and meaningful to the learner. It is very much easier to learn if the purpose of the activity can be seen or understood. The unit method of teaching helps to present the subject matter to the learner so that he can see the practical application of it to other subjects and to life.[2]

TYPES OF UNITS

There are many different types of units but for your

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[1] William H. Burton, The Guidance of Learning Activities, (D.Appleton Century Company,1944). p 113

[2] *Loc..cit.*

particular needs in this course we shall consider the following seven types:

Those that are concerned with a complete life experience or situation

An aspect of social environment

An aspect of natural environment

A center of child interest

A generalization of theme or concept

An important class thing

A technical principle or phase of a conventional subject[3]

Before preparing your Health Unit, we must again review the characteristics which a successful unit of work must have. These were given to you during your first semester course in Class Meeting 111.

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[3] Lee and Lee, *op. cit.*, pp. 192-94.

CLASS MEETING Xl

ILLUSTRATION OF A HEALTH UNIT

The following Health Unit, which we shall discuss, was prepared and taught for me by one of the senior students during her training period. This is not an unusual example of the work which is done, but a typical illustration of the work which will be exprected of you when you are in the schools training. You will be expected to prepare a unit of work in Health Education. From that specific unit, you will prepare your daily lesson plan inorder to plan the exact material which you will need to teach one lesson to your children. This daily lesson plan will be prepared in duplicate form. It will be necessary for you to present your training teacher, as well as the instructor who will supervise your Health lesson, with a copy of the lesson plan. I have a copy of one lesson plan which was prepared from the unit of work which we discussed first. Again, may I ask you to remember, that much of this material is of an individual nature and also depends upon the particular class you are teaching. The only part that is constant is the general outline and the headings required in developing a unit of work.

AN EXAMPLE OF A HEALTH UNIT USING A YEARLY THEME

Theme

The Child Living In the Community

Generalizations

Simple concepts and formation of right habits

Broadening of experiences to include immediate environment of the community

Unit

What must we do to have good teeth and to keep them in the best condition? (Intergrated with body Health)

Specific Objectives

Knowledges and understandings

- To know that eating the proper food aids in making good teeth
- To know that we need to use our toothbrushes every morning and night particularly before going to bed
- To know that the dentist should see our teeth at least twice a year
- To know that keeping the body clean and getting proper sleep aids good Health

Attitudes and appreciations

- Child wants to eat the proper foods
- Child wants to use his toothbrush every morning and night, particularly before going to bed
- Child wants to visit the dentist at least twice a year

Child takes pride in having strong teeth

Child takes pride in having prompt attention given to any cavity

Child wants to keep his body clean and get the proper sleep at night

Habits and skills

Child asks parents for the proper foods

Child chews each bit thoroughly

Child brushes his teeth at least every morning and night, particularly before going to bed at night

Child visits the dentist at least twice a year

Situations

All pupils have been examined by the school nurse and the school physician. Notices have been sent to the homes of all those who needed attention. Some are being, and have been cared for by the family dentist. These pupils are to bring notes when the work is finished. Others are having the school dentist give them the necessary attention. In most cases appointments have been made.

Major Problems

How do strong white teeth aid in making us healthy?

How can we keep our teeth strong and white?

How does food help us in having strong white teeth?

Activities

Orientation

Children look at pictures of little children like

themselves

Some are smiling and have good white teeth

Some show children drinking milk

Teacher reads Health stories to the class

Children listen to Health rhymes and learn some

Children sing Health songs

Group discussions

Discuss the importance of teeth in regard to one's general appearance

Discuss the four best methods of caring for the teeth, the right food, chewing exercises, cleanliness, visits to the dentist at least twice a year

Discuss the foods that are best for building good teeth, milk, oranges,grapefruit,green vegetables,tomatoes, carrots,whole grain breads, cereals, butter,eggs, meat, fish, cheese, and cod liver oil

Discuss proper methods of brushing teeth and demonstrate

Discuss the importance of the dentist to every child

Discuss the importance of the six-year molars

Construction and original expression

Make individual charts for check up

Make booklets with pictures, original stories and rhymes

Dramatize Health plays or stories

Note

This unit of work is for the third grade.

A DAILY LESSON PLAN BASED ON THE MATERIAL FOUND IN THE UNIT

Unit

Children in the third grade usually need great urging to keep their teeth and whole body clean.

General statement of objectives

The need of keeping our teeth and bodies clean and healthy

Possible approach

Pupils take great interest in items concerning men and women in the service.

Pictures

Of men and women in uniform stressing their cleanliness and Health

Of children stressing clean, white, strong teeth, bright eyes and healthy radiance

Formulation of problem

What are the proper food to eat?

How can we keep teeth clean?

What is the proper way to brush over the teeth and care for our toothbrush?

What amount of sleep should we get?

Knowledges and understandings

Through the discussions

Knows how to keep teeth clean

Knows the proper food to eat

Knows the proper way to brush his teeth and care for his toothbrush

Knows that,"early to bed and early to rise," is a good rule

Attitudes and appreciations

Wants to brush his teeth twice a day

Wants to keep his toothbrush clean

Wants to eat the proper foods

Wants to be neat and clean

Wants to get the proper sleep

Habits and skills

Takes a bath as often as possible

Brushes teeth at least twice a day

Keeps nails cut and clean

Eats the proper foods

Gets the proper amount of sleep

Comes to school neat and clean

Charts

Keep a daily check on small charts which are made by pupils themsleves

Inspection

Daily inspection, hands, fingernails, and the condition of the teeth

THE NEED FOR SOUND TECHNIQUES IN TEACHING

In presenting the Health Education lessons to your pupils, there are definite techniques and methods which are of primary importance.

> In education, the word method is used to indicate a series of teacher-directed activities that result in learning by the pupils. Methods may be regarded as a process or a procedure whose successful completion results in learning or as the means through which teaching becomes effective.[1]

Since it is necessary to employ sound, intelligent techniques, if you desire to teach successfully and convey the information to your students, I wish to give to you the seven basic fundamental methods which a good teacher must possess.

Telling

Reading

Writing

Showing

Demonstrating

Questioning

Guiding [2]

These have been used for centuries but far too often many of them are neglected in the presentation of a lesson to the class. If your facts are to be taught so as to result in the greatest amount of growth from your pupils, these methods must be used.

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[1] Edgar B. Wesley, Teaching The Social Studies, (D.C. Heath, Boston,1937). p 167

[2] Ibid., p 476.

THE THEME OF A UNIT OF WORK

The first heading, found on the outline which you will use in preparing your unit work, is called the "Theme". According to an elementary survey, which was made inorder to discover the Theme Headings most generally used, the following titles are advocated:

Grade l The Child Living In the Community
Grade ll The Child Living In the Community
Grade lll The Child Living In the Community
Living Conditions As Goverened By Environmental Factors
Grade lV Living Conditions As Goverened By Environmental Factors.
Grade V The Race For The Indies
Grade Vl Source and Progress of Civilization In Europe

Regardless of the particular subject matter which you will be teaching in your room, this "Theme" will always be the same. Every unit of work which you will develop will always have one of the above headings, whether the subject matter is English, Geography or Health.

As I have mentioned frequently throughout this course, the terminology varies. It will vary in this part just as in all others. There are countless interpretations of educational problems and facts. Each one has its good qualities, and with experience, you will easily adjust yourself to the variations.

THE USE OF THE WORD METHOD IN TEACHING

This entire course is concerned with the inclusive word, "Method"! I still feel that it is necessary to impress upon you the fact that it impiles to you as individuals. There are as many methods of teaching as there are teachers. However, many of their approaches could not be considered proper or, perhaps, educationally sound. Having discussed the scientific procedures needed inorder to be successful, you should judge for yourself those which you feel are sound and those which appear to be weak. There are ways of doing everything in life; the right way and the wrong way. In this profession the correct method is usually the longest, or the most detailed, but then, it always brings the richest results.

A good method must be personal. It must be one which the teacher has evolved, and not the empty formalism of an important routine. It must be personal for both the teachers and the pupils.[3]

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[3] *Ibid*., p 477.

CLASS MEETING X11

PERSONAL TECHNIQUES USED IN TEACHING

You have studied the unit method of presenting your Health lessons to your classes. I wish to call to your attention the fact that there are personal techniques which you must have inorder to accomplish the desired ends. Attention to the individual student is of primary importance. Each pupil is different and you must know every one. They all have personal idiosyncracies which you must understand . By using individual teaching techniques you will be able to cope with these facts easily.

> The term incidental teaching may be used to cover all those informal teaching procedures which are not definitely organized or prearranged but which do influence behavior and thus can be termed a method.[1]

If Health is going to be an integrated part of the educational program, this method of teaching is a necessity. If one of your children complain of a headache, immediately make a definite comment which would motivate the child to seek the advice of an ophthalmologist. This practice must be positive not negative and you must avoid nagging. In doing this type of teaching, the members of your class will realize the actual

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[1] Marguerite M. Hussey, The Teaching For Health, (Prentice Hall Inc., 1942). p 207

practice of the material discussed in the Health lessons. Health experiences and practices will then be as important in the Health work done in your classroom as the individual lessons.

THE USE OF CORRECT ENGLISH

In preparing your Health units, in creating motivating techniques for your pupils and even in the incidental teaching skills, you must use correct English. It is not necessary to create signs, posters or blackboard work that is of college level in respect to phrasing or expression, inorder to impress your classes. Frequently, the simpler terms are more effective and often more appropriate in obtaining the desired outcomes. The National Council of English teachers advocate the following guide in respect to the use of English:

> Correct usage must find its authority in the living language of to-day.
>
> It must recognize dialect and geographical variations.
>
> It must judge the appropriateness of the expression to the purpose intended.
>
> It must recognize social livels of speech.
>
> It must take into account the historical development of the language.
>
> Good English is that form of speech which is appropriate to the purpose of the speaker, true to the language as it is and comfortable to the speaker and listener.[2]

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[2] National Council of Teachers of English, "English Monograph #4" (D.Appleton Century Company,1942). p 242.

CLASS MEETING X111

METHODS OF MOTIVATING HEALTH TEACHING

> Too constant adherance to the book and the abstract in learning without enough differentiation of words results in improper comparisons, Wrong ideas. . . .[1]

No Health program could be complete without the assistance of practical visual aids inorder to stimulate more interest, to bring the subject within the range of the classes ability and thus result in the elimination of excess verbalism and result in a greater transfer of learning.

There are many forms of visual aids and most of them require little or no effort on the part of the class room teacher in comparison with the rich lesson which will result from the use of these concrete materials. It must be remembered that in selecting these visual aids, they are effective only to the degree that they meet reality. If they are not correct for the age level for which they were needed, their effectiveness will be lost. Frequently the use of visual aids has been over done. Concentration on the motivating factors, such as visual aids, will result in the loss of the fundamentals of the Health topics. Like all educational methods, the degree

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[1] Charles F. Hoban Jr., and Samuel Zisman, Visualizing the Curriculum, (The Cordan Company, New York, 1937).

to which visual aids are used must be judged according to the needs of the subject matter in discussion. This must be left up to the intelligence and the discretion of the teacher. If you lose the educational value of these visual aids, your lesson will be a failure because the class will only have a speaking acquaintance with some of the subject matter with a visual retention of many aids that do not have an intelligent correlation with the lesson.

There are many methods used to-day to visualize the program. This is not a new practice but one that was used as far back as Aristotle who used peripatetic methods of studying. These methods have been used each century ever since his time but under a different title. Johann Comenius was one of the first great educators who illustrated his book,"Orbis Pictus", during the seventeenth century. Some of the most common methods which you should try to use to motivate your lessons are:

Authentic health posters
Magazine pictures
Charts
Scrapbooks
Musical shows
Health plays
Photographs of your class working
A journey to a place where special Health practices can be observed
Lantern slides

Moving pictures
Pageants
Exhibits
Poems and songs
Slides made by the pupils

You must be careful to see that all of your visual aids are scientifically authentic and there is a minimum amount of advertising on the circulars, pamphlets or posters. There is nothing more effective than the posters, charts or slides which the pupils make themselves. By doing this they are actually living and working with the subject matter which was part of the class discussion. You could never obtain aids which would be as effective as those which your children create themselves. However, it is necessary to have some pictures around the room as the various topics are being discussed inorder to stimulate them towards their own creations.

THE CORRELATION OF HEALTH EDUCATION WITH OTHER SUBJECT MATTER

In visualizing your Health program, it is possible to obtain very close correlation with the other class room subjects. Actually it cannot be separated. There are still many who work their program by the clock and fail to speak of a topic at one hour when it was studied the previous hour. In Art the pupils can draw appropriate posters to illustrate the class discussions in Health. In the Social Studies, the

problem of safety can be considered in relationship to Health in the community. During the music hour, or period, Health songs can be sung. In English Health stories can be read, or plays dramatized inorder to develop self-expression and poise. There is no subject that could not have Health mentioned during some part of it so that this vital subject can be a living experience rather than merely a class room lesson.

You will find a list of visual aid sources following this lesson. Please remember that this list was prepared to illustrate to you the fact that there are countless sources for obtaining excellent, authentic material that you will be able to use in teaching your Health lessons. This list is not complete but merely a small portion of the excellent material which you can have by a minimum amount of effort. There are more aids available for one area of growth than another. This should stimulate you towards finding or creating visual aids for those fields in which little has been developed. Try not to limit your library of this material to only that which is free. Some of the pamphlets cost a small fee only to cover mailing charges. By doing this, the companies discourage people, who have no educational use for the material, wasting it, and permit you to have better pictures or charts. If you have access to a camera, try taking pictures of your own children and then have the pupils mount them in an appropriate manner. Nothing gives children a greater thrill than to see themselves in the pictures.

SUMMARY

One of the primary aims of education is to promote Health. By using the material which I have presented to you in this course, you will present an Educational Health lesson to your pupils rather than unrelated facts which were not based on the living experiences of your own pupils. Ideally, your Health teaching must be a living experience, a continuous process realized every hour of the day. By using the unit of work as a method of presentation this topic will become an integral part of your program. The information will soon become effective as the pupils begin to practice their knowledges, understandings, habits and skills not only in the school but also in the home and the community.

Since nothing in life is of greater importance to the success of an individual or a nation than normal Health, it is time administrators demanded educational objectives in the teaching of Health Education.

PART 11

SECTION 11

SUGGESTED SOURCES OF AUTHENTIC VISUAL AIDS FOR TEACHING HEALTH EDUCATION

SUGGESTED SOURCES OF VISUAL AIDS FOR TEACHING HEALTH EDUCATION

Aetna Life Affiliated Company, 151 Farmingtin Avenue, Hartford Connecticut.

How to cycle in safety

Home, safe home

As the twig is bent

Don't s for diggers

First aid for the injured

Emergency treatment of fractures

American Dental Association, 222 EastSuperior Street, Chicago, Illinois.

Pamphlet containing price list of health materials

Booklets on mouth health--$.50 per single copy

2a.Your teeth, how they grow

2k.The why and how of tooth brushing

10a.A constructive program for dental health

Radio broadcasts--$.25 per set

Plays--$.05 per copy

19.The kings soldiers

20.Stepping stones to happiness

22.A tooth brush fantasy

Miscellaneous

24.Dental program for the United States

45.A practical tooth brushing chart--$.25 per copy

47.Primer dental health educational leaflets-- eight for

$.05--twenty-five sets for $.75

48.Third grade dental educational leaflets--price the same as above

48c.Second grade dental health leaflets--set of six for $.05 twenty-five sets--$.50

49.Happy days ahead with Jack and Jill--single copy $.05 twenty-five copies $1.00

54.Mickey mouse material--$.01 in lots up to 5000

54d.Pinnochio material--cost same as above

62.Physical Fitness educational material--A,B,C,and D

American Film Center Inc., 45 Rockefellow Plaza, New York City

Section on Health and Medical films

American National Red Cross, Washington, D.C.

First aid instruction chart

Association of American Soap and Glycerine Producers Inc.,
11 West 42nd Street, New York City.

Cleanliness training

Quiz leaflets

Tip to toe

A tale of soap and water

Bristol Myers Company, New York City.

Class hygiene record

Wall chart,"Why do teeth ache?"

Certificate for excellent dental care

Build a successful program on dental Health

Class gum massage drill

Pamphlet,"Am I Physically Fit?"

Muscle chart

Teeth chart

Little things count even in war time

Model of a set of teeth

Bureau of Home Economics, Department of Agriculture,
Washington, D.C.

Posters:

Vitamin D chart #10

Vitamin B chart #8

Vitamin G chart #11

Vitamin C chart #9

Signs of good nutrition--child feeding chart #2

Bureau of Visual Instruction, State University of Iowa,
Extension Division, Iowa City, Iowa.

Catologue of visual aids for classroom use

Sound films

Silent films

Lantern slides

Exhibits

Health films for schools, first aid classes, hospitals,

and Health groups

Extension division publication

California Fruit Growers Exchange, Box 5030 Metropolitan
Station, Los Angeles, California.

Guide to physical fitness--chart

Our food allies

Training diets

Citrus in nutrition

Feeding the child for Health

Four food lessons

Carnation Company, Milwaukee, Wisconsin.

Nutrition check up chart

Booklets:

Growing up with milk

The story of irridiated evaporated milk

Citrus Fruits Literature, Florida Citrus Commission, Lakeland Florida.

Citrus fruits and health

For the joy of living

Department of Public Health, State House, Boston, Massachusetts.

Pamphlets:

Attention, stand tall

Keeping well

Minerals and vitamins

Watch your step

Home care of your teeth

Food for the school child--six to twelve

Food for the teens

Every child is entitled to protection against diptheria

Your second teeth

Measles

Tuberculosis

Normal gain in height and weight by years for children

Seat and desk adjustment suggestions

General school hygiene laws

Activities of the Massachusetts Department of Public Health

Are you as attractive as nature intended you to be?

Rules for a child entering school

Healthful living

How may school Health Education be improved?

The nutritional aspects of milk pasteurization

Nutrition facts for teachers

Prevent tooth loss

Twenty aids for mental health for adults

What every girl should know

Brownie Health rules

Whooping cough

Why be vaccinated

A Health Creed for Massachusetts boys and girls

Vitamin B and C foods each day

Cooking for Health

Does your family's food measure up?

Denoyer Geppert Company, 5235-57 Ravenswood Avenue,
Chicago, Illinois.

Manuals:

Teachers manual for the Winslow Health and Hygiene Chart

Teachers manual for the Torso and Head Models,Y9,Y9A,YA.

Federal Security Agency, United States Office of Education, Washington, D.C.

Opportunities for the preparation of teachers in Health

Sources of supplementary materials for Health instruction

Health services in city schools

Training of elementary teachers for school Health work

Recent general publications

Health in wartime

Developing strong bodies and able minds

A bill of rights for childhood and youth

Education for victory

Sources of visual aids for instructional use in schools

General Electric Company, Publicity Department, Schenectady, New York.

Booklets:

How to get the most out of the food you buy #302-1316

Make the most of the meat you buy #398-674

Educational sound or silent films for instructional use

General Mills Inc, 400 South 4th Street, Minneapolis, Minn.

Booklets:

More than meets the eye--story of modern flour milling

A nutrition guide

The story of the general grains

A handbook of general grains

Charts:

Vitamin and mineral information

What enrichment means to you

Good Teeth Council for Children, 400 North Michigan Boulevard, Chicago, Illinois.

Jackie and Judy--a dental Health reader

H.P.Hood and Sons, Educational Department, Charlestown Massachusetts.

Elementary work chart of foods for Health

Charts for classroom Health records

H.J.Heinz Company, Pittsburgh, Pennsylvania.

Nutritional observatory

Manual of foods--composition, value

Irradiated Evaporated Milk Institute, 307 North Michigan Avenue, Chicago, Illinois.

The adventures of Evapora and Ted

Planning lunches for the school child

The lunch box

Healthful prune dishes

Better teeth, better health with milk made foods

The airplane rescue--play

The laughing moon--play

More milk smaller bills

Milk for all

Foods for the young child

Feeding your child

Eating for Health in later life

A good breakfast a food beginning

John Hancock, Mutual Life Insurance Company, Boston, Massachusetts

When the unexpected happens

Healthy eyes
Guarding your family Health
Health teeth
What to eat and why
The Healthy school child
Your child grows up
In the teens
Between two years and six
Caring for the sick in the home
Home care of communicable diseases
Diversions for the sick
Sleep the restorer
Pneumonia, its care and prevention
That mean cold
Ears that hear
Health posters and charts

Julius Rosenwald Fund, 4901 Ellis Avenue, Chicago, Illinois.

Books for children:

Let's Plant Grass	$.15 per copy
Let's Raise Pigs	$.15 per copy
The Doctor Is Coming	$.15 per copy
Let's Cook Lunch	$.25 per copy
Out Under the Sky	$.35 per copy

Books for teachers:

Children and You	$.35 per copy
So You're Going To Teach	$.25 per copy

Lever Brothers Company, 50 Memorial Drive, Cambridge, Massachusetts

A typical talk to pupils

Honor roll chart--victory through health

Liberty Mutual Insurance Company, 175 Berkley Street, Boston, Massachusetts.

What can I do about practical hygiene?

How can I avoid skin trouble?

Styled for safety

Figuratively speaking

Little Brown and Company, Boston, Massachusetts.

The Home Economic Series edited by Judy Bond:

Good Grooming by Elizabeth Hawes

The Meaning of Nutrition by Harriet Stone

Child Care and Development

Massachusetts Safety Council, Education Division, 80 Federal Street, Boston, Massachusetts.

School safety patrols

Why ask for an accident?

Here to-day

Smash hits

Rules and regulations governing school safety patrols

Lest we regret

Air raid warden poster

Elementary, Junior and Senior safety units with posters:

Do your bit, keep fit

Safety counts on the home front too

Our nation needs safe manpower too

        The weatherman
        The fireman
        Fire destroys war assets
        Safety, the school custodian
        Accidents make absentees
    Without storm troopers
    Part-time patriots
    Safety suggestions for student farm labor
    Rules for safe bike riding
    Fight for the Axis in your home
    One page information on:
        Furniture
        Electric cords
        Tractors
        Matches
        Cooking
        Snow and ice
        Step ladders
        Kitchen knives
        Home dry cleaning

Metropolitan Life Insurance Company, 1 Madison Avenue, New York.

    Health bulletins for teachers
    Booklet, good teeth
    Silent film strips:
        Madam Curie and the story of radium
        Edward Jenner and the story of small pox

Robert Koch

Florence Nightingale

Louis Pasteur

Walter Reed

Edward Livingston Trudeau

Man Against Microbe

Sound films:

A New Day

Man Against Microbe

Once Upon A Time

Pamphlets:

Health through the ages

Health heroes

What about rheumatic fever?

Smallpox is still here

Overweight and under weight

Taking your bearings

Fatigue

Blueprint for Health

About us and our friends

The school Health program

Biographical and scientific material in Health teaching

Chart to accompany,-Health through the ages

National Board of Fire Underwriters, Washington, D.C.

Booklets:

A better America not a new one

Safeguarding the home against fire

Safeguarding the nation against fire

How to keep from going to blazes

Charts:

Smoke means trouble

This enemy is never licked

Puzzles for children:

Skywriting--a picture message to America at war

What is the water saying to the fire?

Pamphlets:

Just one minute

Waste on the home front

Forty-two ways to prevent fires

The fire at Bradfords

The trail of fire

Told by a tongue of flame

The conference of the fire spooks

National Dairy Council, 111 North Canal Street,Chicago, Illinois.

Album of educational Health material

National Live Stock and Meat Board, 107 South Dearborn Street, Chicago, Illinois. Room 825

Food charts:

Vitamins, function of foods and proportion of foods

used at meals

Vitamins

Food Values

Function of foods

Four corners of a square meal

Meats

Energy foods

Pamphlet:

Function of food in nutrition

National Safety Council, 20 North Wacker Drive, Chicago, Illinois

General information regarding monthly bulletins and membership

The Educational Screen, 64 East Lake Street, Chicago, Illinois.

The Blue Book of Non-Theatrical Films

The School Manufacturing Company, 213 West Schiller Street, Chicago, Illinois.

The feet and their care

Corrective foot exercise chart

Elementary course in practipedics

United States Department of Agriculture, Office of Information, Washington, D.C.

Family food plans for good nutrition

Vitamins from farm to you

Food for growth

Food for children

Milk for the family

Vitamin values of food

War Food Administration, Food Distribution Administration, Washington, D.C.

Nutrition Education

Food demonstration in war time

Eat a good breakfast

Principles of nutrition and nutritive value of food

The food we live by

Lunch at school

Posters:

Don't waste food

Three squares a day

Foods

Wheat Flour Institute, 309 West Jackson Boulevard, Chicago Illinois.

Blackboard lessons on food

Whitehall Parmacal Company, 130 Bristol Street, New Haven, Connecticut.

Instructions for care of the teeth

The teeth and their care

PART 11

SECTION 111

DEMONSTRATION OF HEALTH LESSONS BY SENIOR STUDENTS

PRACTICAL DEMONSTRATIONS

Members of the senior class, who had successful lessons in Health Education during their training period the first semester, will teach for you in this class period. Their lesson plans, techniques of teaching, methods of presentation and methods of motivation will be the same as the ones they used when they taught their respective lessons in the training schools originally.

You will visit the training schools at least three times during this semester. At this time you will have the opportunity to watch one of the student teachers present a Health lesson to the children. This will give you an excellent chance to see how very well informed the pupils are and how important it is to prepare your lesson accurately and with authentic facts. You will not have time to discuss the lesson with the student teacher but any questions or problems will be considered in the methods period.

These demonstrations will assist you to develop your units in Health Education in a more practical manner. These units should be of great value to you when you start your period of training.

PART 11

SECTION 1V

STUDENT ASSIGNMENTS

ASSIGNMENT FOR DEVELOPING A HEALTH UNIT

Name	Grade	Area of Growth	Major Field	Suggested Unit
----	1	Organic functions	Eating	Having breakfast
----	1	Organic functions	Physical activity	Growing plants, posture
----	1	Organic functions	Sleep,rest, relaxation	Getting ready for bed
----	1	Adaptation to physical environment	Protection against disease	Our friends the doctor,dentist, nurse
----	1	Adaptation to physical environment	Protection against injury	The road to school (the safety issue)
----	1	Adaptation to physical environment	Adjustment to atmospheric conditions	Dressing for the weather man
----	1	Adaptation to social environment	Relationship with others	Making new friends, weekends at home, work, play
----	1	Adaptation to social environment	Personal appearance	Getting ready for school
----	11	Organic functions	Eating	Going to market, learning about teeth
----	11	Organic functions	Sleep,rest relaxation	See us grow
----	11	Organic functions	Physical activity	Growing plants, posture
----	11	Adaptation to physical environment	Protection against disease	A day in bed;Billy has the measles; when we have colds
----	11	Adaptation to physical environment	Protection against injury	Our wonderful eyes; playing safely

Name	Grade	Area of Growth	Major Field	Suggested Unit
----	ll	Adaptation to physical environment	Adjustment to atmospheric conditions	Dressing for the weatherman
----	ll	Adaptation to social environment	Relationship with others	Helping mother; community helpers
----	ll	Adaptation to social environment	Personal appearance	Getting ready for school
----	lll	Organic functions	Physical activity	Our bodies in action
----	lll	Organic functions	Sleep,rest, relaxation	Between supper and bedtime; sleeping for pep
----	lll	Adaptation to physical environment	Protection against injury	One pair of feet
----	lll	Adaptation to physical environment	Adjustment to atmospheric conditions	A rainy day out-of-doors throughout the year
----	lll	Adaptation to social environment	Relationship with others	Helping at home
----	lV	Organic functions	Eating	Noon lunch at school; stoking our body engines; learning about milk
----	lV	Organic functions	Eating	Same as above
----	lV	Adaptation to physical environment	Protection against disease	Away with the fly; keeping your cold to yourself; unseen enemies
----	lV	Adaptation to social environment	Personal appearance	It pays to keep clean

Name	Grade	Area of Growth	Major Field	Suggested Unit
----	V	Organic functions	Physical activity	Making an athlete; how our community plays; hiking
----	V	Organic functions	Sleep, rest relaxation	Why sleep? hobbies
----	V	Adaptation to physical environment	Protection against injury	What we should know about first aid; how our eyes and ears work
----	V	Adaptation to physical environment	Adjustment to atmospheric conditions	Clothing for every climate
----	V	Adaptation to social environment	Relationship with others	Are you good company? My share in making the home
----	Vl	Organic functions	Eating	Foods for successful living; getting the most for your money
----	Vl	Adaptation to physical environment	Appearance	Friends or enemies
----	Vl	Adaptation to physical environment	Protection against disease	Fighting communicable diseases
----	Vl	Adaptation to social environment.	Personal appearance	Making the most of your appearance
----	1	Organic functions	Eating	Having breakfast
----	1	Organic functions	Physical activity	Growing plants, posture
----	1	Organic functions	Sleep, rest relaxation	Getting ready for bed

Following the completion of this unit assignment, each student must prepare another one. The second unit must be on the grade level which was not used previously.

STUDENT ASSIGNMENTS

Reading Assignments:

#1 Read in the book, The Child and His Curriculum, pp 489-95

#2 Read in the book, Health In Schools, chapters 1,11,111

#3 Read, The Children's Charter

#4 Read in the book, The Child and His Curriculum, pp 192-210

#5 Read in the book, The Child and His Curriculum, pp 495-507

#6 Become familiar with the organization of Health material in the Original Manuscript of the State Course of Study

#7 Study the sample units for grade 11 in Health Education

#8 Become familiar with the lists of Authentic Visual Aids to be used in your unit assignments

Theory Requirements:

Each student in the class will prepare two unit of work in Health Education using the suggested unit heading, area of growth and grade level which has been assigned to you.

PART 1 AND PART 11

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